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Educator Market Research:

In-depth Interviews

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Educator Market Research: In-depth Interviews

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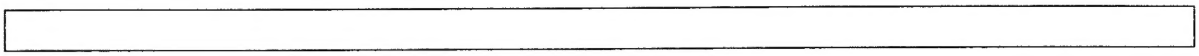

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1. INTRODUCTION AND REPORT ORGANIZATION

Introduction

In Fiscal Year 2000, the Deputy Assistant Secretary of Defense for Military Personnel Policy, Vice Admiral P. A. Tracey, and the Director for Accession Policy, Dr. W. S. Sellman, requested that the Defense Manpower Data Center (DMDC) determine what research needed to be conducted to determine the attitudes of the Department's major recruiting markets (e.g., youth, parents, educators) toward military service. DMDC recommended conducting qualitative, in-depth interviews with each market, using the same methodology, values laddering. Wirthlin Worldwide was subsequently selected as the contractor for this research effort and its proprietary tool, VISTA ™, was the values laddering method implemented.

Report Organization

The report summarizes Department of Defense market research with educators. It is organized into five main sections:

- The **Executive Summary** contains an overview of the background and objectives of the study, the research methodology and significant findings about the educator market.
- The **Research Objectives** section outlines the research goals.
- The **Research Methodology** section provides details on the research conducted – information on screening, sampling, interview protocols, data collection, and analysis are included. In particular, Wirthlin Worldwide's VISTA ™ methodology is explained in some detail.
- In the **Detailed Findings** section, the research findings, highlighting those insights relevant to understanding current perceptions of the military, are presented. Also discussed are the educators' likelihood to encourage the military and educators' images of the military.
- **Appendix A** contains the Educator Interview Guide.

2. EXECUTIVE SUMMARY

Background

During Fiscal Years 2000 and 2001, the Defense Manpower Data Center (DMDC) was asked to undertake a study of the Department of Defense's (DoD) major recruiting-related markets by the Deputy Assistant Secretary of Defense for Military Personnel Policy, Office of the Secretary of Defense. Because little research had been conducted on the non-youth recruiting markets and because of the extensive number of markets (e.g., prospect-age youth, pre-prospect age youth, parents, minority parents, educators, military members), DMDC selected a qualitative method – values laddering in-depth interviews, as the initial approach for gathering data on these markets. DMDC contracted with Wirthlin Worldwide to conduct the research. This report provides a summary of in-depth interview findings for 122 high school educators – teachers, counselors and administrators.

Objectives

The overall goal of the educator qualitative research was to determine fundamental values and motivations that drive educators' (teachers, counselors and principals) thoughts and decisions about the military. The research sought to identify rational and emotional components of the military's image and explored opportunities to enhance image among this key audience. This goal was translated into the following specific objectives:

- Identify positive and negative images of the military at both rational and emotional levels.

- Identify the underlying needs and requirements that drive recommendations and/or encouragement of the military as an option after high school at both the rational and emotional levels.

- Uncover values-based positioning alternatives–those that effectively link rational perceptions of the military and the characteristics of the Military Services with underlying values and motivations. These values and motivations would then represent alternative rational to emotional communication pathways that could effectively speak to the educator audience.

VISTA™ Methodology

Values In STrategy Assessment (VISTA™), a Wirthlin Worldwide proprietary research method, underpinned this research. In-depth interviews were conducted for the purpose of identifying and understanding the underlying needs and motivations of educators, specifically with regard to educators' recommendation of the military to students.

The basic philosophy of the VISTA™ approach is as follows:

- Personal values drive behavior in humanity all over the world. These values include, but are not limited to, self-esteem, pride, personal security, belonging, self-preservation, eternal salvation, love of family, peace of mind. The importance of values is viewed at a micro or individual decision level that is unique to a brand or issue (in this case, the decision to recommend the military).

- Personal values that are most dominant in driving behavior for a given decision are identified.

- These driving values help to identify the most important rational and emotional benefits to audiences. These benefits in turn help to focus attention on the most important tangible aspects of the decision.

- This approach is based on the means-end theory that suggests that key values are an end. Key attributes of selecting a career constitute the means that lead to functional and psychological benefits, which ultimately foster (or impede) deeply held personal values.

- By positioning a brand in a way that triggers these important "pathways of thought" or "perceptual orientations," and by communicating to audiences in a way that triggers these important personal values, advertising can actually influence audiences' perceptions and behaviors.

Wirthin Worldwide's research method is based on the principal that effective communications must not only persuade by reason, but also motivate through emotion.

Methodology

To better understand educator attitudes toward the military and to develop a communication strategy for them, a total of 122 in-depth interviews were conducted with high school educators in 10 cities during November 2000. Teachers, counselors, principals and vice/assistant principals were recruited and interviewed. The sample included 30 teachers, 61 counselors and 31 principals and vice/assistant principals. Respondents were from rural settings (41), suburban settings (36) and urban settings (45).

Those selected for the study were both educators who give mostly positive advice to students about the military and educators who give less positive advice to students. Both types of educators were included to gain maximum insight into how the military is perceived among educators.

Administrators, counselors and 10^{th}, 11^{th}, and 12^{th} grade teachers who taught a variety of subjects were recruited. Half of the respondents had been in the education field less than 10 years and half had been in the field over 10 years. Retired military members and educators who were not at all involved with talking to students about decisions they make were screened out.

In selecting market sites, it was important to consider two broad criteria to gain insight into the military's strengths (equities) and weaknesses (disequities) – geographic diversity (with consideration given to urban, suburban or rural) and the extent of the military's presence. For purposes of this task, interviews were conducted in the following ten fieldwork markets: Albuquerque, NM; Los Angeles, CA; Atlanta, GA; Miami, FL; Charlotte, NC; Peoria, IL; Chicago, IL; Salt Lake City, UT; Des Moines, IA; and Washington, DC.

Educator's Role in Post-High School Plans

At the beginning of the in-depth interviews, respondents were asked a series of questions about their role and responsibilities in helping students think about options after high school. A number of key observations emerged from this qualitative research:

- Educators assist students in planning for life after high school in four different areas:
  - helping students identify their own specific skills and abilities;
  - making students aware of the many different career and life options;
  - providing specific counsel based on the student's skills; and,
  - preparing students for life by teaching them academics and discipline.

- Counselors, compared to teachers and principals, play a much greater role in helping students think about their abilities and interests when making postsecondary decisions.

Respondents were asked to discuss some of the predominant questions they get from students about options after high school. They indicated the key question areas are: college requirements, financial aid/scholarships and jobs (requirements, salaries, life in the workforce).

Image of Military

Respondents were asked to generate an unaided list of images that came to mind when thinking about the military, people who join the military and people who stay in the military as a career.

United States Military

When asked what images came to mind when thinking about the military, images given were mostly positive. Positive images included: discipline/maturity/character, educational and training opportunities, career opportunities, national pride in soldiers, and travel to foreign lands. Negative images included: the role of recruiters, too much structure/discipline and the threat of death in combat.

People Who Join the Military

Respondents were asked what images came to mind when thinking about people who join the military. Again, the large majority of images given were positive. They included: looking for discipline/structure, having extreme pride in their country, desiring educational opportunities and those looking for an opportunity to get out of their current situation. Negative descriptions were very few and were mainly associated with troubled teens joining the military.

Those Who Make the Military a Career

When asked to give images that come to mind when thinking about people who make the military a career, images given were mostly positive. They included: patriots, dedicated, respected, and disciplined. Two negative images also were mentioned: (1) travel/deployments could ruin families and (2) military people have a tendency to feel they must always be in charge.

Educators were also asked if former students who entered the military had returned to talk about their experiences. About three-quarters of respondents said that former students had returned and talked about where they had been, what their responsibilities were, their military life/routine, the physical nature of their jobs, the people they met, and their personal pride in their decision to join.

Direction of the Military

The VISTA™ interviews were built around two primary exercises, one concerning educators' image of the military and the other with educators' decision to recommend the military. To begin the image portions of the interviews, educators were asked to determine whether they felt the military was headed in the right direction or had gotten seriously off on the wrong track. As a whole, educators (87%) believed that the military was going in the right direction. Similar research conducted with adult Americans in November 2000 found that 66% of adults thought the military was going in the right direction. Thus, based on these qualitative research efforts, it would appear that educators are more positive than the American adult public in general.

Educators cited educational/training opportunities, involvement in other countries, qualified personnel and up-to-date technology as the leading reasons that the military was headed in the right direction. Education/training opportunities were more positive for principals than for teachers and counselors. Compared to teachers and counselors, principals were more likely to cite military *provides choices* (19%) and *country/citizens protected and safe* (19%) as reasons the military is headed in the right direction. More educators in the suburbs (11%) than in rural (2%) and urban (4%) areas cited *preparedness* as a way the military is headed in the right direction.

The reasons educators cited for the military being off on the wrong track were *spends money unwisely*, *political leadership*, and *diversity*. There also were some negative issues related to recruiters, who were viewed as *pushy and unprofessional*. Principals were more likely

than counselors or teachers to view recruiters negatively. Principals and teachers were more likely to mention *spends money unwisely* (29% and 23%, respectively) than counselors (12%) as a reason the military has gotten seriously off on the wrong track. Moreover, educators in rural areas were more likely to mention *spend money unwisely* (27%) as a reason the military has gotten seriously off on the wrong track than urban educators and suburban educators (18% and 11%, respectively).

To further gauge educators' overall perception of the military, respondents were asked if their image of the military had changed over time. As a whole, they reported their views of the military had softened considerably. Nearly 3 out of 4 educators said they had changed their view of the military over time. More than one-fourth of respondents attributed their change in view to lack of conflict or war. Some said they had personally matured. For the most part, it would appear educators are accepting the military for the various opportunities it offers – for example, educational benefits and training and career opportunities.

Reasons for Recommending Military Service

A majority of educators also said that they had recommended military service to a student as an option after high school. Reasons included: educational opportunities, discipline and direction, financial benefits of having a job, money for college, and training opportunities.

Questions About Military Service

Respondents were asked to identify major questions students ask about the military. The five major categories of questions included:

- How long is the time commitment?
- How much money would they make?
- What are the education and training benefits?
- What are the military requirements–both mental and physical?
- Specific questions about each branch of the military.

Urban educators indicated they were asked the most questions about financial benefits, but were not asked many questions about the educational benefits. In addition, urban educators did not see their students as concerned about the physical demands of boot camp as did suburban educators.

Who Benefits From the Military?

Educators were asked to discuss different types of students in terms of how they would benefit from the military. After reviewing a series of student profiles, they were asked to rank order them based on which students would benefit the most by joining the military.

Income, college affordability, student grade point average and temperament emerged as key factors for driving educators to make their decisions. Descriptions of students who were most likely to benefit from the military were as follows:

- Difficulty learning in an academic environment. Enjoys working with things like autos and metal and wood more than with ideas and/or people. Comes from a lower income family;

- Lots of energy and ability. Gets bored easily. Feels somewhat trapped. Would like to get out and see the world; and

- Very little discipline or structure in their life. Floundering, can't decide on a direction. Gets into trouble frequently. Below average student.

Descriptions of students educators said were least likely to benefit from enlistment include:

- Seems to do everything well. Very good student. Physically fit with a positive attitude about life. Often is active in school clubs and school government. Has college savings account that will pay for college;

- Very smart and creative. Fascinated by things and ideas to which most students wouldn't even give a second thought. Very involved in their own world of special interests; and

- Very enterprising, probably will start a successful business one day. Often, a president of one or more school clubs.

To further explore which students were most and least likely to benefit from enlistment, respondents completed a Q-Sort exercise. With the Q-sort, respondents visually sorted cards according to how closely they felt the items were associated with two opposite "anchoring concepts"– in this case, it was students most likely and least likely to benefit from enlistment. Educators took 16 hypothetical student profiles and placed them on a Q-Sort Board. The profiles were placed from (1) – most likely to benefit from military service to (16) – least likely to benefit from military service. A series of exercises were conducted, based on where respondents positioned each student type on the Q-Sort board. Findings in this report indicate that educators have a constrained view of who can benefit from military service. Those listed as benefiting from service were students who have a difficult time with academics, are oriented toward working with their hands (versus ideas and people) and have little discipline and structure in their lives.

Following the Q-Sort task, respondents were shown seven statements describing the military and were asked to rank order them based on how likely they would be to use it as a reason to recommend the military to students. The statements were rank ordered from 1 to 7, where 1 was the reason you (the educator) would be most likely to use and 7 was the reason you would be least likely to use. Education opportunities emerged as the reason most used by

educators and patriotism as the least likely reason. These rankings indicated some of the elements that might encourage educators to broaden their profile of different students.

To gain further insight into educators' perceptions of the military, respondents read a series of statements pertaining to military service. For each statement, they were provided a four-point scale and asked how familiar they were with the statement. Then, respondents were asked to what degree each statement was believable, also using a four-point scale. Educators were most familiar with the statements describing the military as an institution that builds discipline and leadership skills. Unfortunately, they were least familiar with some of the military's educational and career opportunity statements – an area of interest to students they interact with and advise.

When asked about the believability of the statements on this list, educators generally indicated that most statements were believable. The lowest believability rating was 47% for the statement that *Service members receive 30 days of paid vacation a year.* It would appear that most of the statements resonated with educators.

Sources of Information

Educators were asked a series of questions about the military information available to them and how they use the information to advise students. First, respondents were asked what they would do if a student came to them and said they were interested in finding out about the military as an option after high school. In these instances, the majority of respondents, and especially suburban educators, mentioned directing a student to a recruiter. Teachers and principals also indicated they referred students to the school counselor or to available printed information in the guidance center. Educators in rural areas were more likely to take the time to sit down with students and ask more about their interest in the military.

Next, educators were asked specifically about the military information available to them and what information they find most helpful when talking to students about options after high school. Educators said the following sources of information were most helpful when counseling students:

- brochures/pamphlets from the military;
- recruiters;
- general knowledge of educational opportunities in the military; and
- former military among the school staff or the school's Reserve Officers Training Corps (ROTC) leader.

When asked what information was lacking that might be beneficial, about half of the respondents said they did not need any further information to assist with advising students. The other half said they need the following information:

- more tapes and videos;
- information that provides an overview of the military and military careers; and

- more information on educational opportunities.

Educators said they also relied on recruits who were previous students as an information source. About three-quarters of educators said they had talked to former students who had entered the military and had come back to talk about their experiences. Teachers were least likely to talk to former students because of their classroom duties. Respondents indicated nearly all the comments made by these young people were positive and included:

- where they had been;
- what their responsibilities were;
- military life/routine and physical nature of the job; and
- people they met and their personal pride in their decision to join.

Military Recruiting Web Sites

Less than half of respondents knew about the military Web sites. Of those who did, more than half said they had not accessed any sites. Respondents liked the idea of a military Web site for educators that contained the following information:

- available career options;
- information on salary and benefits;
- education and training benefits;
- enlistment requirements; and
- general recruiter information, including relevant contact information.

Military Recruiters in Schools

Educators had a mostly positive view of recruiters. Seventy-five percent said military recruiters were allowed in schools. They believed that students should know about all of the options available to them after high school and that military recruiters had as much right to be in schools as college recruiters.

Negative comments on recruiters were mostly related to recruiters being too pushy or acting in an unprofessional manner. Negative comments were mostly from counselors and principals, suggesting that the gatekeeper (those individuals making the decision to allow recruiters in schools) experienced the most negative interactions or that teachers have less interactions with military recruiters than counselors and principals because they are busy teaching in classrooms.

Armed Services Vocational Aptitude Battery (ASVAB) Career Exploration Program

While a majority of educators said that their school participated in the Armed Services Vocational Aptitude Battery (ASVAB) Career Exploration Program, most of them knew little about the program. Seventy-three percent of educators described the ASVAB as *"a general test to determine skills/aptitude,"* not recognizing the career exploration components of the program.

Positive comments on the ASVAB included:

- military wants to give students positive guidance that suits them personally;
- makes teacher/counselor more aware of options available; and
- valuable service provided to students.

Strategic Recommendations

It is important to develop an educator communications program that focuses on the following areas:

- Extending the current DMDC-developed parent communication research strategy effectively to educators. Specifically, the strategy should focus on choices the military offers (e.g., building character and discipline). Showing that these attributes help former students gain confidence and become a success provides educators a sense of doing a good job and a sense of accomplishment and pride. However, communications to educators should also strive to broaden educators' perceptions of the type of students who can benefit from military service and should include information on the many choices available (e.g., careers, training)

- Expanding the number of military resources available to educators. Educators are being asked many questions about the military, but may not have all of the available tools needed to provide sound answers. Educators need materials and information to effectively promote the military in schools.

- Creating greater awareness of and promoting the use of military Web sites. The sites, regardless of military branch, are an underutilized resource. Educators have indicated they would use a military Web site if it were available to them.

- Increasing educators' understanding of the usefulness of the ASVAB. Even though educators are positive about the ASVAB, most think of it as a single test of aptitudes, not as program that contains a valuable interest measure and excellent career exploration materials for students.

3. RESEARCH OBJECTIVES

"The Military Services must attract talented young men and women — bright, task-focused, self-starters who can handle the growing complexity of military systems and operations. Efforts to recruit these young people are challenged by a variety of factors, including America's booming economy and low unemployment. In addition, more high school graduates are opting to attend college, and high school graduates in the non-college market have found ample opportunities for civilian training and job placement."[1]

Research objectives required primary research to determine fundamental values and motivations that drive educators' (teachers, counselors and principals) thoughts and decisions about the military. The research explored educators' perceptions of the military. It identified rational and emotional components of image of the military and explored opportunities to enhance image among this key audience.

Furthermore, the research identified the underlying needs and motivations of educators with regard to their post-high school recommendations to students, the rational and emotional components that surround their recommendations, and how these components are linked.

The research objectives for this project were to:

- Identify the current image of the military at both rational and emotional levels – both positive factors and barriers.
- Identify the underlying needs and requirements that drive recommendations and/or encouragement of the military as an option after high school at both the rational and emotional levels–both positive factors and barriers.
- Uncover values-based positioning alternatives–those that effectively link rational perceptions of the military and the characteristics of the Military Services with underlying values and motivations.

[1] "A New Focus for Military Advertising," Report to Congress, 2000.

4. RESEARCH METHODOLOGY

The Department of Defense seeks to understand values that drive opinions and decisions related to military service among educators. Moreover, the Department seeks to identify the rational components of military service that can best tap into these personal values. These data will not only provide a basis for development of an educator communications strategy but also will help undergrid the development of an overall influencer communications strategy.

The following outlines the components of the research process used:

a. Kick-off Meeting. The contractor met on October 16, 2000 with Government representatives in the Washington metropolitan area. The purpose of this meeting was to clarify the Government's objectives and to discuss how the contractor would address those objectives.

b. Proposal for Educator Communication Strategy Values Research. The contractor developed and delivered on November 14, 2000 a proposal for data collection methodologies (e.g., in-depth values laddering interviews), and described the numbers and types of individuals to be interviewed. The proposal provided an indication of the interview strategy (e.g., a protocol or interview guide). The proposal included a schedule for completion of work.

c. In-depth Values Laddering Interviews. The contractor collected data on values and their rational underpinnings. Field research was conducted in ten cities throughout the United States: Albuquerque, NM; Atlanta, GA; Charlotte, NC; Chicago, IL; Des Moines, IA; Los Angeles, CA; Miami, FL; Peoria, IL; Tulsa, OK; and Washington D.C (pre-test interviews), during November 2000.

d. Preliminary Presentation of Results. The contractor formally briefed results to the Joint Marketing and Advertising Committee (JMAC) on January 25, 2001. The briefing described findings and suggested implications for recruiting/marketing.

e. Final Presentation of Results. The contractor briefed results to senior Defense officials on February 1, 2001.

f. Final Report. The contractor provided a draft report on the research effort in April 2001. This report included methodology, results and recommendations for communications.

VISTA™ Foundation

VISTA™ (Values in Strategy Assessment) is a proprietary Wirthlin Worldwide research methodology. It is based on "means-end" communication theory and "laddering" data collection techniques, both described thoroughly in peer-reviewed communications research literature.[2]

Beginning with the 1984 Presidential campaign, Wirthlin Worldwide has pioneered the use of this technique in both developing strategy for national political campaigns, and industry and corporate campaigns worldwide and developing strategy to use advertising and communications program in general. In 1997 and 1999, Wirthlin Worldwide received the Advertising Research Foundation's David Ogilvy Award for research excellence in support of creative and successful advertising campaigns. In 1997, the award was received for support of the American Plastics Council's *National Industry Image* Campaign and, in 1999, the award was received for work on The Steel Alliance's *The New Steel* campaign. Both of these research efforts employed the VISTA™ methodology.

Specifications

The communications research involved conducting 122 VISTA™ interviews with high school educators in 10 cities during November 2000. The specific respondent sample sizes are as follows:

- 30 teachers;
- 61 counselors; and
- 31 principals, vice/assistant principals.

The purpose of the sample design was to ensure a mix of the educator target audience, specifically to better understand and leverage equities of the military as perceived among more positive educators, while also looking for ways to persuade (diminish the disequities among) less positive educators. By exploring both positive and less positive educators, maximum insight into how the military is perceived among the primary target audience was gained.

To implement this, the respondents were recruited based on their feelings toward the military. Potential respondents were asked if they were to give advice about the military as an option after high school, if that advice would be mostly positive, mostly positive and somewhat negative, mostly negative and somewhat positive, or mostly negative. Those saying mostly positive were considered positive, those saying mostly positive/somewhat negative or mostly negative/somewhat positive were considered neutral, and those saying mostly negative were considered negative. A higher number of educators giving positive advice (82) about the military were recruited than educators giving neutral/negative advice (40).

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[2] Reynolds, T.J. and Gutman, J. "Laddering Theory, Method, Analysis and Interpretation." Journal of Advertising Research, February/March 1988.
Reynolds, T.J. and Whitlark, D. "Applying Laddering Data to Communications Strategy and Advertising Practice." Journal of Advertising Research, February/March 1995.
Reynolds, T.J. and Craddock, A.B. "The Application of the Meccas Model to the Development and Assessment of Advertising Strategy." Journal of Advertising Research, April/May 1988.
Reynolds, T.J. and Rochon, J.P. "Means-End Based Advertising Research." Journal of Business Research, 21, 1990.

Second, to better understand potential differences in educators from different areas, educators from rural, suburban and urban settings were recruited and interviewed. The specific respondent sample is as follows:

- 41 rural respondents;
- 36 suburban respondents; and
- 45 urban respondents.

In addition to administrators, a mix of 10^{th}, 11^{th}, and 12^{th} grade teachers and counselors were recruited. Half of the respondents had been in the education field less than 10 years and half had been in the field over 10 years.

Finally, anyone who was retired military or was not at all involved with talking to students about their decisions was screened out of the sample.

The respondents were recruited according to strict guidelines and quotas. All recruiting was carefully controlled to ensure profiles that coincide with the actual population of interest. Typically, respondents were recruited by focus group facilities for these one-on-one interviews.

In selecting market sites, it was important to consider two broad criteria to gain insight into the military's strengths (equities) and weaknesses (disequities), geographic diversity (with consideration given to urban, suburban or rural) and the military's presence. For purposes of this task, interviews were conducted in ten fieldwork markets:

A pre-test was conducted in the Washington D.C. Metropolitan area so government representatives could observe and assist in revising the research interview guide.

Albuquerque
Sandia Marketing Services
2201 San Pedro, NE, Bldg 1, Suite 230
Albuquerque, NM 87110

Atlanta
Whaley Associates
102 N. 85 Parkway, Suite L
Fayetteville, GA 30214

Charlotte
AOC Marketing Research
Alexander, O'Shields & Collins, Inc.
10100 Park Cedar Drive, Suite 100
Charlotte, NC 28210

Los Angeles
Field Dynamics
17547 Ventura Blvd., Suite 308
Encino, CA 91316

Miami
Rife Market Research
1111 Park Center Blvd., Suite 111
Miami, FL 33169

Peoria
Scotti Research Inc.
1118 North Sheridan
Peoria, IL 61606

Chicago
Precision Research
O'Hare Corporate Towers
10600 West Higgins Road, Suite 100
Rosemont, IL 60018

Des Moines
Mid Iowa Interviewing
1551 Valley West Drive, Suite 157A
West Des Moines, IA 50266

Salt Lake City
Lighthouse Research
1277 West 12600 South Suite 302
Riverton, UT 84065

Washington, DC
Martin Focus Group Centres
1199 North Fairfax Street
Suite 150
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TIMELINE

Task: Educator Interviews	**Date(s)**
Kick-off Meeting	October 16, 2000
Screener Development	October 16 – October 17, 2000
Submit Proposal and Screener to DMDC for Approval	November 14, 2000
DMDC Approval of Screener	November 14, 2000
Recruiting	October 27 – December 1, 2000
Protocol Development	October 15 – November 3, 2000
Submit Draft Protocol to DMDC for Approval	November 1, 2000
Finalize Protocol	November 3, 2000
VISTA™ Pre-Test Martin Focus Group Centres 1199 N. Fairfax St. #150 Alexandria, VA 22314	November 2 – November 3, 2000
Values Interviewing	November 4 – December 1, 2000
Data Entry, Coding, Processing, Map Generation, Analysis and Presentation Preparation	December 4 – January 9, 2001
VISTA™ Preliminary Presentation at JMAC	January 25, 2001
VISTA™ Final Presentation to VADM Tracey	February 1, 2001
VISTA™ Final Report	Summer 2001

Interview Guide

The Interview Guide included questions that covered the following areas:

- Hold a general discussion of the educator's role in helping young people prepare for life after high school.
- Understand educators perceptions of what students do after high school.
- Identify and understand students' questions to educators about options after high school.
- Uncover educators' perceptions and images of the military.
- Generate ladders on perception of military being on the right or the wrong track.

- Assess whether or not educators have ever recommended military service as an option to their students. Uncover reasons why or why not.
- Present educators with hypothetical student types. Have them determine which student types would most benefit from being in the military.
- Generate ladders on reasons why certain students would benefit from being in the military, more or less, than others.
- Present educators with statements to help students determine reasons for considering the military as an option after high school. Ask educators to identify each statement and reason by student type.
- Assess educators' understanding of the missions and facts about the military.
- Determine educators' sources of information about the military.
- Determine educators' feelings about military recruiters in the school and the ASVAB Career Exploration Program.

VISTA™ Methodology

Values research (VISTA™) was conducted in order to identify and understand educators' underlying needs and motivations in recommending a career path for students. VISTA™ is a unique research method that goes far beyond the traditional understanding of consumer benefits. This method identifies the most compelling personal values that must be "tapped into" in order to achieve a successful outcome. Based on Means-End theory, it focuses on the linkages between attributes that exist in choices (the "means"), the consequences for the audience provided by those attributes, and the personal values (the "ends") the consequences reinforce. The premise is that audiences learn to make choices containing attributes that are instrumental to achieving their desired consequence. Means-End theory specifies the rationale underlying why consequences are important, namely personal values.

The outcome of VISTA™ is a set of maps depicting an audience's decision-making process that provide a blueprint for action – those important factors that motivate a target audience toward immediate and long-term action.

VISTA™ information is gathered through in-depth, one-on-one interviews that last approximately two hours.

Philosophy. *Wirthlin Worldwide has developed an approach that assists clients in strategic positioning, branding, and communications development. The basic philosophy of the VISTA™ approach is as follows:*

- Personal values drive behavior in humanity all over the world. These values include, but are not limited to, self-esteem, pride, personal security, belonging, self-preservation, eternal salvation, love of family, peace of mind, etc. The importance of values must be viewed at a micro or individual decision level – unique to a brand or issue (in this case, for example, the decision to join the military).

- The personal values that are most dominant in driving behavior for a given decision are identified.

- These driving values help to identify the most important rational and emotional benefits to audiences. These benefits, in turn, help to focus attention on the most important tangible aspects of the decision.

- The approach is based on the means-end theory. This suggests that key values are an end. Key attributes of selecting a career constitute the means that lead to functional and psychological benefits, which ultimately foster (or impede) deeply held personal values.

- By positioning a brand in a way that triggers these important "pathways of thought" or "perceptual orientations" and by communicating to audiences in a way that triggers these important personal values, audiences' perceptions and behaviors can be influenced. Furthermore, this information can be used to drive marketing decisions and positioning in the future.

Effective communications must not only persuade by reason, but also motivate through emotion.

At the conclusion of this values research, a decision-making model is developed. It identifies the underlying needs that educators have for careers, ranks them by importance, and links them to respondents' applicable attributes, benefits, and values.

From beginning to end, VISTA™ is a very labor-intensive research method. The data collection method for VISTA™ is laddering interviews. These are intensive, in-depth, one-on-one interviews conducted by interviewers who are skilled in psychological interviewing techniques. Throughout the interview, a process referred to as "laddering" is used to identify each respondent's pathways of thought. For example, the interviewing protocol for educators may include a question such as:

- "What makes the military a good career choice for a student?"

The interviewer records the reasons cited, ensures a thorough definition is provided, asks the respondent to choose the one most important reason, then uses probes to develop a "ladder." For example, let's say that an educator feels that the most important reason that the military is a good career choice for a student is "money for education." Typically, laddering is conducted for both positive and negative reasons.

The interviewer would use probes first to define "money for education" and then to see how the attribute was linked to higher order benefits and values such as the following:

- Tell me more about "money for education"
- What difference does it make to you personally?
- Why is this important to you?

A hypothetical ladder might be as follows:

Respondent Attribute (Tangible Aspect): Money for college.

Interviewer Question:	Tell me more about "money for college."
Respondent Definition:	A student will have the money to get an education beyond high school. Money that they wouldn't otherwise be able to get.
Interviewer Question:	Why it is important to you that students have the money to get an education beyond high school?
Respondent Consequences/Benefits:	If students have a college education, they will have a chance for a better future.
Interviewer Question:	Tell me why it is important to you that a student have a chance for a better future.
Respondent Psycho-social Benefit:	When I know my student will have a chance for a better future, I feel I have contributed to a better society.
Interviewer Question:	Why is it important that you contribute?
Respondent Value:	When I contribute to a better society, I have a sense of self esteem.

All the ladders are examined and dominant pathways of thought are identified. It is not the end point (value) that alone is consequential; rather, it is identifying the entire set of linkages (attributes to consequences to values) that is critical. Each frequently cited ladder might be a positioning alternative. Again, keep in mind that a values-driven positioning must enable one to **"persuade by reason and motivate with emotion."** To do so, one would do the following based on the hypothetical example:

- In advertising or other communications, explicitly demonstrate the attributes and consequences (benefits) of the military's ability to offer money for college. Here, it would be important to demonstrate the way the money for college gives the child a chance at a better future and leads to a sense of a job well-done and self-esteem.

- Implicitly convey emotional consequence of challenge, and the underlying values of accomplishment. Visual cues and symbols can be effective in communicating these underlying dimensions.

The VISTA™ Process

A VISTA™ program has several stages. Following is a discussion of the vital stages of protocol development, pre-testing, interviewing, coding, linkage analysis and values map construction.

The Protocol

The protocol is the discussion guide used by the interviewers in conducting the interviews. An important component of the protocol is identification of meaningful and workable issues. A good protocol with good issues will generate full laddering paths stimulus. The protocol for this study included four (4) laddering exercises and covered a number of other qualitative issues.

Upon completion of the protocol design, a comprehensive training and protocol briefing was conducted with the interviewers to assure familiarity with and successful administration of the research.

Pretest

Several days prior to the beginning of fieldwork, a pre-test is conducted to ensure the protocol covers all relevant issues.

Interviewing

During the interviews, the interviewing director and other members of the research team monitor and review interviews to help assure optimal quality. Specially trained Wirthlin Values Interviewers conduct all interviews. Each interviewer records sequentially and in detail the attribute/consequence/value "ladders" or linkages elicited from the respondent. Each completed protocol is reviewed to assure that responses were clearly recorded for coding accuracy.

Coding/Content Analysis

Laddering interviews involve the creation of a lexicon built from the words respondents invoke to describe the broad range of attributes, consequences, and values central to the study. The lexicon provides the pool of words and phrases from which codes are built. Upon completion of the interviews, interviewers build initial codes. The coding process organizes and classifies lexicon elements from all respondent ladders into related categories. Thus, codes are broad categories that encompass related attributes, consequences, or values.

At the onset of a project, the professional coding team is thoroughly briefed by the project team about the study's background and research objectives. After the initial codes are developed (typically after 25%-50% of the interviews have been completed), they are reviewed for content by the project team. Several rounds of coding may be necessary until this process is complete. New attribute, consequence, and value codes are added as they are encountered. As the previous number of codes is collapsed, a final round of coding produces a final and complete number of attributes, consequences, and value codes.

Construction of the Values Maps

To visually display the network of linkages of attributes, consequences, and values, and the dominant pathways among them, hierarchical value maps are constructed for each laddered object. Levels, relationships, pathways, and the strength or intensity of each dominant pathway are all portrayed through this visual format. It is this final representation of perceptual links that forms the basis of a positioning strategy that speaks directly to the terminal values most commonly cited by respondents.

The unit of analysis for a values map is a chain. A large number of individual chains make up a ladder. A ladder records the means-end chains of a group of individuals and consists of an attribute, functional and emotional benefit, and value. The ladder is built around a concept that a respondent feels is very important, for example "military preparedness."

- An element is a code that reflects a collection of phrases and respondent thoughts that share a similar meaning described by the code.

- In general, Wirthlin Worldwide includes elements that are mentioned in at least 5% of the ladders covering a specific topic, for example, "direction of the military."

There are four levels of information that people use to make decisions. These four levels are attributes, functional benefits, emotional benefits, and values. When building a values map, elements are arranged in an attribute-benefit-emotion-value hierarchy to aid in data understanding and interpretation.

- Laddering seeks to explore the relationships between attributes and values through a series of introspective questions. Respondents do not always answer these types of questions by stating attributes, functional and emotional benefits, and values in any specific order or hierarchy. As one might expect, different people have different personal styles when revealing the information they use to make decisions. Wirthlin Worldwide analysts assign elements to a specific level in the hierarchy when the data from the respondent interviews are coded.

Linkage Analysis

This process uses proprietary software developed by Wirthlin Worldwide to determine the dominant paths and strengths of relationships between attributes, consequences, and values. The methods of counting, scaling, and statistical analysis are combined to plot dominant pathways. The dominant attribute, consequence, and value linkages become the blue print for developing a communications strategy.

Laddering maps represent the primary decision-making pathways elicited during the VISTA™ interviews. They are constructed using two primary criteria: the overall number of times that one coded element is mentioned, and connections, or the number of times that one coded element leads to another.

To determine the linkage, the body of data is analyzed in three ways, and it is the combinations and tradeoffs from these three areas that ultimately decide the linkage.

- First, elements assigned to nonadjacent levels on the map that are mentioned together frequently across the sample of ladders are linked together. This is called a direct linkage. This area of analysis concerns the minimum number of direct connections, typically three for a large sample size.
- Second, elements assigned to nonadjacent levels on the map that are mentioned together frequently across the sample of ladders are included in the same means-end chain. This is called an indirect linkage. These connections are used to understand the general schema, or perceptual orientations, present in the data. It is this step that ensures valid attribute-value pathways.
- The third analysis looks at the total number of times that an element is mentioned, referred to as importance of an element. This step ensures that the most important elements (those elements appearing the most often) are represented on the map. The goal is to have codes that are appearing on the map represent 70-80% of all the responses elicited. This goal is averaged across all four levels. Due to the specificity of the codes, the percentage of lower level elements (attributes) is typically represented to a lesser degree (60% to 75%) than upper levels.

Connections identify the number of times that one element leads to another. Wirthlin Worldwide uses nonparametric bivariate correlation analysis to measure the strength of a connection shown on a values map. In a correlation analysis, two types of correlation are shown (i.e., direct and indirect).

- Direct correlations show the bivariate correlation between two adjacent elements. Essentially, the direct correlation measures the strength of the linkage between two elements based on how many times the two elements are mentioned together by respondents.
- The cut-off scores for connections (those connections appearing on the map) are determined based on the number of ladders that are analyzed. Typically, direct cut-off scores for a study are somewhere between three and eight. Direct connection analysis starts at the attribute level and proceeds upward through the levels of abstraction.
- Sometimes there is not a direct correlation between two adjacent elements. Elements shown on a means-end pathway can be skipped by some or even most ladders. In this case, an indirect correlation is shown on the map with the subscript (i). Indirect correlations are similar to indirect linkages.
- Indirect connections are used to ensure that pathways are accurately depicted on the map. Indirect connections are typically analyzed starting at the upper levels (values and psycho-social elements) and followed downward, concentrating on elements in non-adjacent levels. In instances where elements have high mentions but the connections to upper elements are weak or scattered, indirect connections provide a basis for identifying pathways to be depicted on the map.

A key criterion in this process is the ability of another researcher on the team to replicate the results. In general, Wirthlin Worldwide takes multiple perspectives on the values data to assure that results are correct and represented by the data. Data integrity ensures that verbatim

responses are coded correctly; the coded verbatim responses go through several checks. All coders are trained specifically in the VISTA™ process. Codes and verbatim responses are examined for consistency within codes as well as to ensure an identifiable difference between codes. In addition, correlation analysis is performed to supplement the learning gained with the indirect connections.

VISTA™ Strategy Development

At the conclusion of the values research, qualitative reports indicate key target audiences' perceptions of the military. These reports incorporate perceptions and assessments of the military and the important benefits respondents derive from the military personally and relative to other career options for students.

As previously stated, one of the primary deliverables for this research is comprehensive Educator Decision Maps. These maps depict the dominant pathways of thought with regard to how respondents think about the military, as well as maps depicting reasons for students joining or not joining the military.

The associations provide guidance on how best to build the military's positioning by tapping into the attributes, benefits and values that are important to the target audience. The assessment also addresses communications issues, including recommendations for a communications strategy (and message elements) that will be most effective in motivating the target audience (based on the values laddering). These results are key to both strategy and communications development.

Another important product of this research method is a detailed lexicon, which provides insight as to how respondents define career choices and the military using the audiences' own articulation. This lexicon can be extremely useful in addressing how best to communicate alternative positioning strategies in words familiar to educators.

Based on the VISTA™ findings, a brand positioning strategy is developed to provide the following:

- An understanding of the military's image, equities, barriers, and opportunities for improvement in the minds of the target audiences.
- An assessment of the critical elements that match students with the military in the minds of those who are recommending postsecondary options.
- An assessment of alternative brand positioning strategies for the educator market.

In total, these information components are used to develop and support the positioning and communications imperatives for the military.

5. DETAILED FINDINGS

Role in Helping Young People Prepare for Life After High School

To initiate the VISTA™ interviews, respondents were asked a series of questions about their role and responsibilities in helping students think about options after high school. Educators said they assisted students in planning for life after high school in four general areas:

- helping students identify their own specific skills and abilities;
- making students aware of the many different career and life options;
- providing specific counsel based on the students' own skills; and
- preparing the student for life by teaching them about academics and discipline.

Table 1

Role in Helping Students Think About Options After High School, by Job Title

I would like to discuss your role and responsibilities as a _____ (Insert Job Title) in relation to helping students think about options after high school. How would you describe your role? What are your responsibilities?

(%)
Multiple Response

Roles/Responsibilities	Total (n=122)	Teachers (n=30)	Counselors (n=61)	Principals (n=31)
Help them decide based on ability/interests	30	20	38	23
Make students aware of all their options after HS	28	27	26	32
Identify curriculum/training requirements for plan	27	13	39	16
Counsel/discuss personal situations	18	13	21	16
Provide career options	12	7	20	3
Help pick school	12	3	20	6
Act as resource/provide information	11	--	16	13
Offer career day/speakers	11	17	10	10
Teach students academics	10	27	3	6
Teach students responsibility/discipline	9	3	3	26
Help students with scholarships	9	7	11	6

Note: The columns in this table and other "multiple response" tables that follow do not add to 100%. These tables represent the percent of mentions among all educators ("Total"), teachers, counselors and principals for the question stated in the chart. For example, in the chart above, the "30" in the total column for "help them decide based on ability/interests" should be read, "when educators are asked to discuss their role in relation to helping students think about options after high school, they mentioned "help them decide based on ability and interests" 30% of the time. The cut-off of mentions was determined by a review of the responses given across all three educator groups.

Different types of educators reported having different roles (Table 1). Counselors indicated having an a more active role in helping students decide what to do after high school based on abilities and interests (38%), identifying curriculum/training requirements for planning (39%), providing career options (20%) and helping students pick schools (20%). Teachers' primary emphasis reported teaching academics and making students aware of all.options after high school. Although both teachers (27%) and counselors (26%) indicated they make students aware of postsecondary options, no teachers said they acted as a resource or provided information, compared to 16% of counselors who said they did. Principals (32%) also indicated they make

students aware of postsecondary options and 13% said they provide information and act as a resource. However, principals (26%) also indicate they teach students responsibility and administer discipline.

As Table 2 illustrates, educators in all geographic areas, but somewhat more so in rural areas, helped students think about their abilities and interests when deciding what to do after high school. Suburban educators indicated a greater role in making students aware of all of their options after high school (36%) than did rural (20%) and urban (29%) educators. Suburban educators also indicated more of a role in helping students identify curriculum and training requirements (33%) than did rural (22%) and urban (27%) educators.

Table 2

Role in Helping Students Think About Options After High School, by Educator Location

I would like to discuss your role and responsibilities as a _____ (Insert Job Title) in relation to helping students think about options after high school. How would you describe your role? What are your responsibilities?

(%)
Multiple Response

Roles/Responsibilities	Total (n=122)	Urban (n=45)	Suburban (n=36)	Rural (n=41)
Help them decide based on ability/interests	30	27	25	37
Make students aware of all their options after HS	28	29	36	20
Identify curriculum/training requirements for plan	27	27	33	22
Counsel/discuss personal situations	18	18	19	17
Provide career options	12	16	8	12
Help pick school	12	9	17	12
Act as resource/provide information	11	16	8	10
Offer career day/speakers	11	7	11	17
Teach students academics	10	9	6	15
Teach students responsibility/discipline	9	7	8	12
Help students with scholarships	9	7	8	12

Student Questions About the Military

Respondents were also asked about the predominant questions they receive from students about the military. The questions can be grouped into the following categories:

- What are the military requirements?
  - Mental and physical
  - Length of service commitment
- How much money would they make?
- What are education/training benefits?
- Specific questions about each branch of the military.
- What would I recommend?

Table 3 shows the predominant questions educators get from students about options after high school. *Questions on scholarships/financial aid* was mentioned most frequently by counselors (41%) and principals (52%) and second most frequently by teachers (27%). Teachers (33%) most frequently mentioned receiving questions from students about *recommending schools*. Students rely on teachers more for questions about what *college* and the *work field is like*.

Other frequently mentioned questions received by educators from students focus on the *requirements for college* and *for a specific job*.

Table 3

Predominant Questions From Students, by Job Title

What are the predominant questions you get from students about options after high school?

(%)
Multiple Response

Questions	Total (n=122)	Teachers (n=30)	Counselors (n=61)	Principals (n=31)
Questions on scholarships/financial aid	40	27	41	52
Requirements for college	24	20	31	13
Requirements for a specific job	23	17	25	26
Which schools I would recommend	18	33	15	10
The salary of different careers	18	20	20	13
What should they do	13	7	20	6
The specialties of different schools	11	7	13	10
How to apply to college	10	3	15	6
Questions about military	9	10	8	10
What the work field is like	8	17	7	3
What is college like	8	17	2	13

Table 4 reviews the data by geographic area. Educators in all areas most frequently mentioned receiving questions about *scholarships and financial aid* from students. Educators in rural areas reported more mentions (51%) than suburban (33%) or urban (36%) educators about *scholarship and financial aid* questions.

Educators in the suburbs mentioned (33%) receiving questions about *requirements for college* as often as receiving questions about *scholarship and financial aid*. Educators in urban areas, on the other hand, cited receiving questions about *requirements for a specific job* second most often (29%).

Table 4

Predominant Questions From Students, by Educator Location

What are the predominant questions you get from students about options after high school?

(%)
Multiple Response

Questions	Total (n=122)	Urban (n=45)	Suburban (n=36)	Rural (n=41)
Questions on scholarships/financial aid	40	36	33	51
Requirements for college	24	22	33	17
Requirements for a specific job	23	29	17	22
Which schools I would recommend	18	22	11	20
The salary of different careers	18	22	19	12
What should they do	13	11	14	15
The specialties of different schools	11	2	6	24
How to apply to college	10	11	3	15
Questions about military	9	7	11	10
What the work field is like	8	9	8	7
What is college like	8	7	6	12

Image of the Military

When asked what images come to mind when thinking about the military, mostly positive images were given (Table 5). Images included: *discipline/structure, schooling (general), training received (general), develop character/mature, opportunities, traveling overseas, good career, protection/guards our country, uniforms, recruiters, salaries, and soldiers fighting. Discipline/structure* was a strong positive mention for educators from all geographic areas, but was especially strong for urban educators.

While the negative responses were limited, *soldiers fighting* and *recruiters* were negative mentions by educators when asked about the images that come to mind when thinking about the military. *Soldiers fighting* was a strong negative image for all regions, with mentions by educators in urban areas being the highest (20%).

Urban educators mentioned *good career* (20%) as a positive image that comes to mind when thinking about the military. Suburban educators and rural educators, on the other hand, mentioned this item far less (6% and 5%, respectively).

Table 5

United States Military – Top of Mind, by Educator Location

What images come to mind when I mention the United States Military? Is that positive (+) or negative (-) to you?

Top of Mind	Total (n=122) +	Total (n=122) -	Urban (n=45) +	Urban (n=45) -	Suburban (n=36) +	Suburban (n=36) -	Rural (n=41) +	Rural (n=41) -
Discipline/structure	46	6	62	2	39	14	34	2
Schooling (general)	30	1	29	2	33	--	29	--
Training received (general)	23	--	22	--	25	--	22	--
Develop character/mature	20	1	22	2	17	--	20	--
Opportunities	13	--	13	--	14	--	12	--
Traveling overseas	11	2	11	4	14	--	10	--
Good career	11	--	20	--	6	--	7	--
Protection/guards our country	10	1	4	--	14	--	12	2
Uniforms	10	--	9	--	3	--	17	--
Recruiters	9	7	2	4	6	11	20	5
Salaries	8	--	9	--	14	--	2	--
Soldiers fighting	3	12	4	20	3	6	2	10

Table 6 shows what images come to mind when educators thought of the military. Teachers were more likely to mention (57%) *discipline/structure* as a positive image that comes to mind when thinking about the United States Military than counselors and principals (41% and 45%, respectively). Counselors (21%) and principals (23%) were more likely than teachers (13%) to say *develop character/mature*. Teachers (20%) were more likely to mention *good career*.

Table 6

United States Military – Top of Mind, by Job Title

What images come to mind when I mention the United States Military? Is that positive (+) or negative (-) to you?

(%)
Multiple Response

Top of Mind	Total (n=122) +	Total (n=122) -	Teachers (n=30) +	Teachers (n=30) -	Counselors (n=61) +	Counselors (n=61) -	Principals (n=31) +	Principals (n=31) -
Discipline/structure	46	6	57	3	41	7	45	6
Schooling (general)	30	1	30	--	34	--	23	3
Training received (general)	23	--	27	--	23	--	19	--
Develop character/mature	20	--	13	--	21	--	23	--
Opportunities	13	--	10	--	15	--	13	--
Traveling overseas	11	2	17	7	7	--	16	--
Good career	11	--	20	--	10	--	6	--
Protection/guards our country	10	--	13	--	5	--	16	--
Uniforms	10	--	20	--	8	--	3	--
Recruiters	9	7	--	3	15	8	6	6
Salaries	8	--	7	--	10	--	6	--
Soldiers fighting	3	12	3	13	2	11	6	13

Table 7 shows images that came to mind when educators were also asked about people who join the military. Again, the large majority of images given were positive. They included: *gain discipline, patriotic/serving their country, want education, good/respected people, want to learn a trade, and looking for direction/troubled teens.*

The relatively few negative descriptions were of enlisting only those who were *looking to turn their lives around in the form of discipline, structure, or education.*

Looking for direction/troubled teens is mentioned most frequently as the image that came to mind of people who join the military. Teachers and counselors identified *wanting education* (30% and 28%, respectively) and *gaining discipline* (23% and 25%) as positive images of people who join the military, yet very few principals made mention of either (3% for both). Further, very few counselors describe those who join the military as *educated (8%)* compared to 17% and 19% of the mentions by teachers and principals, respectively.

Table 7

People Who Join the United States Military – Top of Mind, by Job Title

What images come to mind when you think about the people who join in the United States Military? Is that positive (+) or negative (-) to you?

(%)
Multiple Response

Top of Mind	Total (n=122) +	Total (n=122) -	Teachers (n=30) +	Teachers (n=30) -	Counselors (n=61) +	Counselors (n=61) -	Principals (n=31) +	Principals (n=31) -
Looking for direction/troubled teens	31	2	37	3	30	--	29	6
Want education	22	--	30	--	28	--	3	--
Gain discipline	19	2	23	--	25	2	3	3
Educated	13	--	17	--	8	--	19	--
Patriotic/serving their country	11	--	7	--	10	--	16	--
Good/respected people	11	--	10	--	13	--	10	--
Want to learn a trade	11	--	3	--	13	--	13	--
Goal oriented	9	--	13	--	7	--	10	--
Travel	9	--	17	--	8	--	3	--
Following family traditions	9	--	13	--	8	--	6	--
Need structure	9	3	13	--	7	3	10	6
Less educated	6	2	7	--	5	3	6	--

In terms of geographic area (Table 8), educators in rural areas seemed to have more positive perceptions of those who join than suburban and urban educators. Those in rural areas also used *goal oriented* as a description of people who join the military (17%) more than those in urban and suburban areas (9% and 0% respectively), as well as *following family traditions* 15% for rural, 8% suburban, and 4% for urban. Rural and suburban educators cited *good/respected people* (15% and 17%) as positive descriptions of people who join the military.

Table 8

People Who Join the United States Military – Top of Mind, by Job Title

What images come to mind when you think about the people who join in the United States Military? Is that positive (+) or negative (-) to you?

(%)
Multiple Response

Top of Mind	Total (n=122) +	Total (n=122) -	Teachers (n=30) +	Teachers (n=30) -	Counselors (n=61) +	Counselors (n=61) -	Principals (n=31) +	Principals (n=31) -
Looking for direction/troubled teens	31	2	37	3	30	--	29	6
Want education	22	--	30	--	28	--	3	--
Gain discipline	19	2	23	--	25	2	3	3
Educated	13	--	17	--	8	--	19	--
Patriotic/serving their country	11	--	7	--	10	--	16	--
Good/respected people	11	--	10	--	13	--	10	--
Want to learn a trade	11	--	3	--	13	--	13	--
Goal oriented	9	--	13	--	7	--	10	--
Travel	9	--	17	--	8	--	3	--
Following family traditions	9	--	13	--	8	--	6	--
Need structure	9	3	13	--	7	3	10	6
Less educated	6	2	7	--	5	3	6	--

When asked to provide images that came to mind when thinking about people who make the military a career, again the responses were largely positive (Tables 9 and 10). They include, for example, *patriotic/serving their country, devoted/dedicated to duty, good/respected people, enjoys military service* and *retirement plan.* As indicated in Table 9, principals used *gain discipline* as a positive description (19%) more so than counselors (10%) and teachers (13%). No counselors described someone who makes the military a career as *needing structure,* whereas teachers and principals cited it at a higher rate (17% and 16%, respectively).

The negative comments were negligible but include: *allowing travel/deployments to ruin the family* and *individuals who have a tendency to feel they must always be in charge.*

Table 9

People Who Stay in the United States Military – Top of Mind, by Job Title

What images come to mind when you think about the people who stay in the United States Military as a career? Is that positive (+) or negative (-) to you?

(%)
Multiple Response

Top of Mind	Total (n=122) +	Total (n=122) -	Teachers (n=30) +	Teachers (n=30) -	Counselors (n=61) +	Counselors (n=61) -	Principals (n=31) +	Principals (n=31) -
Patriotic/serving their country	22	--	23	--	26	--	13	--
Devoted/dedicated to duty	22	--	17	--	23	--	26	--
Enjoys military service	22	--	23	--	25	--	16	--
Retirement plan	20	--	13	--	23	--	19	--
Good/respected people	17	--	17	--	18	--	16	--
Travel	17	4	10	10	21	3	16	--
Gain discipline	13	--	13	--	10	--	19	--
Security	9	--	7	--	11	--	6	--
Need structure	8	1	17	--	--	--	16	3
Likes to be in charge	2	3	--	7	5	2	--	3

Table 10 contains findings showing the larger role *patriotism* plays in rural areas (34%) than in urban (13%) and suburban (19%) areas. However, *devoted/dedicated to duty* was viewed more positively by suburban educators (33%) than rural (22%) or urban (13%). Note also that a *retirement plan* was a much more positive image for urban and rural educators than suburban educators.

Table 10

People Who Stay in the United States Military – Top of Mind, by Educator Location

What images come to mind when you think about the people who stay in the United States Military as a career? Is that positive (+) or negative (-) to you?

Top of Mind	Total (n=122) +	Total (n=122) -	Urban (n=45) +	Urban (n=45) -	Suburban (n=36) +	Suburban (n=36) -	Rural (n=41) +	Rural (n=41) -
Patriotic/serving their country	22	--	13	--	19	--	34	--
Devoted/dedicated to duty	22	--	13	--	33	--	22	--
Enjoys military service	22	--	20	--	25	--	22	--
Retirement plan	20	--	24	--	8	--	24	--
Good/respected people	17	--	18	--	11	--	22	--
Travel	17	4	18	4	17	8	17	--
Gain discipline	13	--	7	--	11	--	22	--
Security	9	--	11	--	11	--	5	--
Need structure	8	1	7	--	11	3	7	--
Likes to be in charge	2	3	2	4	6	3	--	2

Direction of the Military

The VISTA™ interviews were built around two primary laddering exercises, one concerning the image of the military and the other with the decision to recommend the military.

To begin the image laddering portions of the VISTA™ interviews, educators were asked to determine whether they felt the military was headed in the right direction or had gotten seriously off on the wrong track. As a whole, educators believed that the military is going in the right direction (87%) much more so than the general public (general public was 66% right direction, 34% wrong track when similar research was conducted in November 2000).

As indicated in Tables 11 and 12, educators cited *educational/training opportunities, involvement in other countries, qualified personnel* and *up-to-date technology* as the leading reasons that the military is headed in the right direction. *Education/training opportunities* were more of a positive for principals than for teachers and counselors. More principals, when compared to teachers and counselors, cited *provides choices* (19%) and *country/citizens protected and safe* (19%) as reasons the military is headed in the right direction. More educators in the suburbs (11%) than in rural (2%) and urban (4%) areas cited *preparedness* as a way the military is headed in the right direction.

The reasons educators cited for the military has gotten off on the wrong track are *spends money unwisely, political leadership,* and *diversity (race, sexual orientation, gender).* There were some negative issues with recruiters, some of who may be viewed as pushy and unprofessional. Principals were most likely to view recruiters as a negative. Principals and teachers mentioned *spends money unwisely* (29% and 23% respectively), compared to 12% of the mentions by counselors, as a reason the military has gotten seriously off on the wrong track. More rural educators mentioned (27% compared to 18% of the mentions by urban educators and 11% by suburban educators) *spends money unwisely* as a wrong track reason.

Table 11

Right Direction/Wrong Track – Reasons Why, by Job Title

In what ways is the US Military going in the right direction (+)? In what ways has the US Military gotten off on the wrong track (-)?

(%)
Multiple Response

Reasons	Total (n=122) +	Total (n=122) -	Teachers (n=30) +	Teachers (n=30) -	Counselors (n=61) +	Counselors (n=61) -	Principals (n=31) +	Principals (n=31) -
Military involvement in other countries	18	9	20	3	16	10	19	13
Educational/training opportunities	24	2	17	--	23	--	32	7
Military spends money wisely	2	19	--	23	3	12	--	29
Diversity	10	10	10	10	12	8	7	13
Recruiters comes out to the schools	10	7	17	10	10	5	3	7
Qualified personnel	13	2	10	--	15	3	13	--
Political leadership	3	11	3	10	2	13	3	7
Up to date technology	13	1	17	3	13	--	10	--
Develops discipline	10	3	17	3	8	2	7	3
Provides choices	10	1	7	--	7	--	19	3
Country/citizens protected and safe	11	--	3	--	10	--	19	--
Pays for college	10	--	17	--	8	--	7	--
Preparedness	6	--	7	--	8	--	--	--

Table 12

Right Direction/Wrong Track – Reasons Why, by Educator Location

In what ways is the US Military going in the right direction (+)? In what ways has the US Military gotten off on the wrong track (-)?

(%)
Multiple Response

Reasons	Total (n=122) +	Total (n=122) -	Urban (n=45) +	Urban (n=45) -	Suburban (n=36) +	Suburban (n=36) -	Rural (n=41) +	Rural (n=41) -
Military involvement in other countries	18	9	20	2	19	14	15	12
Educational/training opportunities	24	2	27	4	22	--	22	--
Military spends money wisely	2	19	4	18	--	11	--	27
Diversity	10	10	13	9	8	11	7	10
Recruiters comes out to the schools	10	7	9	9	11	6	10	5
Qualified personnel	13	2	11	2	14	--	15	2
Political leadership	3	11	--	13	6	11	2	7
Up to date technology	13	1	13	--	11	3	15	--
Develops discipline	10	2	9	4	8	--	12	2
Provides choices	10	1	9	2	8	--	12	--
Country/citizens protected and safe	11	--	9	--	14	--	10	--
Pays for college	10	--	11	--	8	--	10	--
Preparedness	6	--	4	--	11	--	2	--

Next, educators were asked which of the items from their list was the most important reason for right direction and wrong track. This was used as a starting point for the first laddering process. The laddering question was posed as, "*Which of these is the most important reason that the military is going in the right direction?*" or "*Which of these is the most important reason that the military has gotten off on the wrong track?*"

In terms of educator type (Table 13), principals were more likely to mention (23% compared to 3% of the mentions by teachers and 8% by counselors) *education/training opportunities* as the most important reason why the military is headed in the right direction. Principals (29%) also mentioned *military spends money unwisely* as the most important reason why the military has gotten off on the wrong track.

In terms of geographic area (Table 14), educators in rural areas cited *education/training opportunities* (15% compared to 13% of the mentions by urban educators and 3% by suburban educators) as the most important reason why the military is headed in the right direction.

Table 13

Right Direction/Wrong Track – Most Important Reasons Why, by Job Title

In what ways is the US Military going in the right direction? Which is most important to you (+)? In what ways has the US Military gotten off on the wrong track? Which is most important to you (-)?

(%)
Multiple Response

Reasons	Total (n=122) +	Total (n=122) -	Teachers (n=30) +	Teachers (n=30) -	Counselors (n=61) +	Counselors (n=61) -	Principals (n=31) +	Principals (n=31) -
Military involvement in other countries	9	7	7	3	11	7	6	10
Education/training opportunities	11	2	3	--	8	--	23	6
Military spends money wisely	1	11	--	10	2	5	--	23
Political leadership	2	8	3	10	2	10	3	3
Qualified personnel	9	1	7	--	11	2	6	--
Diversity	1	7	--	10	--	5	3	6
Country/citizens protected and safe	7	--	3	--	5	--	16	--
Recruiters come out to the schools	2	4	7	7	2	5	--	--
Up to date technology	6	--	7	--	5	--	6	--
Pays for college	5	--	10	--	5	--	--	--
Preparedness	4	--	3	--	7	--	--	--
Provides choices	3	--	3	--	2	--	6	--
Develops discipline	2	2	7	3	--	2	--	--

Table 14

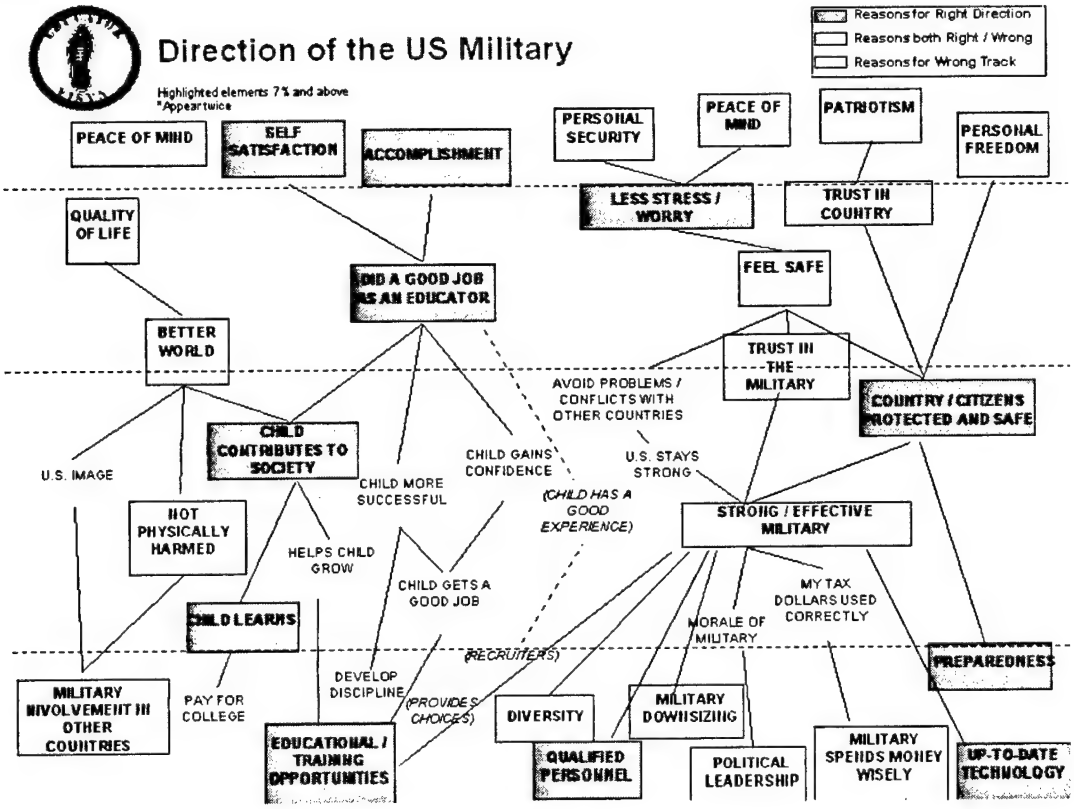
Right Direction/Wrong Track – Most Important Reasons Why, by Educator Location

In what ways is the US Military going in the right direction? Which is most important to you (+)? In what ways has the US Military gotten off on the wrong track? Which is most important to you (-)?

(%)
Multiple Response

Reasons	Total (n=122) +	Total (n=122) -	Urban (n=45) +	Urban (n=45) -	Suburban (n=36) +	Suburban (n=36) -	Rural (n=41) +	Rural (n=41) -
Military involvement in other countries	9	7	13	2	11	11	2	7
Education/training opportunities	11	2	13	4	3	--	15	--
Military spends money wisely	1	11	2	9	--	11	--	12
Political leadership	2	8	--	9	6	8	2	7
Qualified personnel	9	1	9	2	11	--	7	--
Diversity	1	7	2	4	--	8	--	7
Country/citizens protected and safe	7	--	7	--	8	--	7	--
Recruiters come out to the schools	2	4	--	2	6	6	2	5
Up to date technology	6	--	4	--	8	--	5	--
Pays for college	5	--	4	--	6	--	5	--
Preparedness	4	--	4	--	8	--	--	--
Provides choices	3	--	4	--	--	--	5	--
Develops discipline	2	2	2	4	--	--	2	--

Map 1



Map 1 displays how all of the elements fit together at each of the levels (attributes, functional consequences, emotional consequences, and values). Items predominantly identified as reasons the military is headed in the right direction are shaded in dark gray. Items predominantly identified as frequent reasons for both right direction and wrong track are shaded in light gray. Items identified as reasons for wrong track are boxed in white. The remaining elements are neither predominantly right direction nor wrong track.

Right Direction Example

On the left side of the map, *educational and training opportunities* is an attribute identified as a reason for right direction. This attribute leads to *growth* and to the *child contributing to society.* This, in turn, leads to the educator feeling they *did a good job,* which ultimately leads to *peace of mind* and a sense of *accomplishment* and *self-satisfaction* for the educator.

Wrong Track Example

Note the reasons for wrong track that appear at the lower right side of the map: *Diversity (race, sexual orientation, gender), military downsizing, political leadership* and *military spends money unwisely.* These elements undermine the perception of a *strong/effective* military. This, in turn, erodes *trust in the military* and, ultimately, blocks pathways to values of *personal security, peace of mind, patriotism,* and *personal freedom.*

Educator Map Interpretation

The Educator Map provides two ways to think about the military. The first is a view of the military as it pertains to organizational strength and our country. Educators mentioned qualified personnel and educational/training opportunities as primary reasons the military is headed in the right direction. These attributes are important because, according to educators' perceptions, it means the US has a strong and effective military that protects its citizens. Educators indicated when they are less stressed and worried about their personal safety they can feel more secure and at peace.

The second view, which could be described as "what the military will do for you," involves issues that surround recommending the military. Educators expressed how students who join the military could benefit from the educational and training opportunities. Educators feel more successful when their ex-students do well in life. Educators cited political leadership and military downsizing as reasons the military is on the wrong track because they affect the strength and effectiveness of the military. When the military is weakened, educators lose their trust in the military and this further detracts from their sense of accomplishment, self satisfaction, and peace of mind.

Opportunities to Strengthen Pathways

Notice the dotted connectors and italicized items at the center of the map. If awareness of *provides choices* was heightened at the attribute level and then linked to the consequences of *child more successful* and *child gains confidence,* this would provide an additional avenue to tap into educators' feeling they have done a *good job*, which ultimately leads to a *sense of accomplishment* and *self satisfaction.*

Changing View of the Military

To further gauge educators' overall perception of the military, respondents were asked if their image of the military has changed over time (Table 15). As a whole, views of the military have softened considerably. Nearly 3 out of 4 educators overall have changed their view of the military over time. Seventy-seven percent (77%) of principals have changed their view, compared to 72% of counselors and 63% of teachers. Seventy-six percent (76%) of educators in urban and rural settings have changed their view of the military over time, while 61% of those in the suburbs have changed their view.

We are not at war/not like Vietnam was mentioned most frequently (16%) as the reason for changing their view, followed by acceptance of the military providing *higher education opportunities/career training* (12%).

While teachers and counselors mentioned lack of conflict or war most frequently (26% and 14%, respectively), principals cited *higher education opportunities/career training* as the most frequently mentioned reason their view has changed. Interestingly, principals also cited *I have maturity* as a reason for changing their view and counselors mention *I have a better understanding of the military* (11%).

Table 15

View of the Military Over Time, by Job Title

Has your view of the military changed over time? If yes: Could you please explain why?

(%)
Multiple Response

	Total (n=122)	Teachers (n=30)	Counselors (n=61)	Principals (n=31)
% View Has Changed	71	63	72	77
Reasons				
We are not at war/not like Vietnam	16	26	14	13
Higher education opportunities/career training	12	16	7	17
Military offers many opportunities	9	11	7	13
I Have a better understanding of the military	9	11	11	4
There's less discrimination	8	11	9	4
I have matured	8	5	7	13
More respect for the military	7	5	9	4
Military not as rigid	7	5	7	8

As indicated in Table 16, educators in the suburbs also cited *we are not at war/not like Vietnam* as a reason for changing their views of the military over time, while educators in urban areas were more likely to recognize the *higher education opportunities/career opportunities* the military can offer. A number of suburban educators mentioned having changed their view of the military because *there's less discrimination.*

Table 16

View of the Military Over Time, by Educator Location

Has your view of the military changed over time? If yes: Could you please explain why?

(%)
Multiple Response

	Total (n=122)	Urban (n=45)	Suburban (n=36)	Rural (n=41)
% View Has Changed	71	76	61	76
Reasons				
We are not at war/not like Vietnam	16	18	23	10
Higher education opportunities/career training	12	12	5	16
Military offers many opportunities	9	9	5	16
I Have a better understanding of the military	9	9	5	13
There's less discrimination	8	6	18	3
I have matured	8	12	9	3
More respect for the military	7	3	14	6
Military not as rigid	7	3	14	6

Students Returning

Educators were also asked if any of their former students who entered the military have returned and talked to them about their experiences (Table 17). About three-quarters of respondents said that former students have returned and talked to them. *Travel opportunities they have/where they are stationed* is the most frequently mentioned positive experience conveyed to educators by former students.

Some other experiences mentioned include: *boot camp/physical training, pride in their accomplishments, how the recruit has matured/grown, happy with their choice, the recruit's responsibilities/duties/activities,* and *what they are learning.* Perceptions of returning students are predominantly positive.

Teachers reported the highest percentage of mentions (60% compared to 43% of the mentions for both counselors and principals) about *travel opportunities they have/where they are stationed.* Teachers also tended to hear more about *the recruit's responsibilities/duties/activities*, while principals tended to hear about the *pride in their accomplishments* and counselors hear about both *boot camp/physical training* and their increased level of maturity *(how the recruit has matured/grown).*

Table 17

Former Students Who Entered the Military, by Job Title

Have any of your former students who entered the military returned and talked to you about their experiences? If yes: What types of things did they talk about? Is that positive (+) or negative (-)?

(%)
Multiple Response

	Total (n=122)		Teachers (n=30)		Counselors (n=61)		Principals (n=31)	
% Returned	77		67		75		90	
Experiences	+	-	+	-	+	-	+	-
Travel opportunities they have/where they are stationed	47	--	60	--	43	--	43	--
Boot camp/physical training	28	5	30	--	33	7	18	7
Pride in their accomplishments	24	--	25	--	22	--	29	--
How the recruit has matured / grown	23	--	15	--	33	--	14	--
Happy with their choice	21	--	15	--	24	--	21	--
The recruit's responsibilities/duties/activities	17	--	35	--	17	--	4	--
What they are learning	17	1	15	5	17	--	18	--
Alumni in military come back to recruit/talk to students	12	--	5	--	13	--	14	--
People they met/friendships	12	--	15	--	9	--	14	--
The military was strict/disciplined	11	2	5	--	9	2	18	4
Showed off dressed in uniform	10	--	10	--	7	--	14	--

Geographically, educators in all areas heard most about *travel opportunities they have/where they are stationed* from their former students who entered the military (Table 18). Educators in rural areas also frequently mentioned *boot camp/physical training.*

Educators in suburban areas heard about the *travel opportunities they have/where they are stationed,* as well as the recruits' increased level of maturity *(How the recruit has matured/grown),* followed by *boot camp/physical training.* Urban educators mentioned travel, followed by *pride in their accomplishments* and *happy with their choice.*

Table 18

Former Students Who Entered the Military, by Educator Location

Have any of your former students who entered the military returned and talked to you about their experiences? If yes: What types of things did they talk about? Is that positive (+) or negative (-)?

(%)
Multiple Response

	Total (n=122)		Urban (n=45)		Suburban (n=36)		Rural (n=41)	
% Returned	77		76		78		78	
Experiences	+	-	+	-	+	-	+	-
Travel opportunities they have/where they are stationed	47	--	41	--	43	--	56	--
Boot camp/physical training	28	5	12	6	29	7	44	3
Pride in their accomplishments	24	--	29	--	21	--	22	--
How the recruit has matured/grown	23	--	21	--	32	--	19	--
Happy with their choice	21	--	26	--	21	--	16	--
The recruit's responsibilities/duties/activities	17	--	9	--	21	--	22	--
What they are learning	17	1	15	3	18	--	19	--
Alumni in military come back to recruit/talk to students	12	--	12	--	4	--	19	--
People they met/friendships	12	--	15	--	7	--	13	--
The military was strict/disciplined	11	2	3	--	18	4	13	3
Showed off dressed in uniform	10	--	12	--	7	--	9	--

Success of Students

Next, educators were asked to discuss different types of hypothetical students in their schools. They were provided 16 student types that varied across four dimensions: (1) scholastic ability (SA); (2) socioeconomic status (SES); (3) personal motivation (PM); and (4) personal style (PS).

Scholastic ability has three (3) levels, as does socioeconomic status and personal motivation. Personal style has six (6) levels. The levels for each dimension are ordered to allow for regression modeling.

For example, the three (3) levels for scholastic ability are as follows: level 1 of scholastic ability is "academic performance is much worse than the average student," level 2 is "academic performance is average to somewhat better than average," and level 3 is "academic performance is much better than the average student."

Table 19 displays the **16 student types** by *dimension* and *level* combinations[3].

Table 19

Description of Student Type

Student Type	Scholastic Ability	Socioeconomic Status	Personal Motivation	Personal Style
01	SA3	SES1	PM3	Realistic: Works with ideas, data, things
02	SA2	SES2	PM3	Enterprising: Works with people
03	SA1	SES2	PM1	Social: Works with people; Takes risks
04	SA3	SES3	PM2	Social: Works with people; Academic learning style
05	SA1	SES1	PM2	Social: Works with people; Plays it safe
06	SA1	SES1	PM1	Realistic: Works with things
07	SA2	SES2	PM2	Conforming: Works with ideas, data, things; Plays it safe
08	SA2	SES3	PM2	Realistic: Works with data, things
09	SA3	SES2	PM3	Inquisitive: Works with ideas
10	SA1	SES2	PM1	Social: Works with people; Takes chances
11	SA3	SES2	PM3	Social: Works with people; Takes chances
12	SA3	SES1	PM3	Social: Works with people; Plays it safe
13	SA3	SES3	PM2	Artistic: Works with ideas, data, things
14	SA2	SES2	PM3	Artistic: Works with ideas, data, things
15	SA2	SES1	PM2	Social: Works with people, Plays it Safe
16	SA1	SES3	PM1	Conforming: Works with people; Plays it safe

•Scholastic Ability: SA3 (Much better than average), SA2 (Average to better than average), SA1 (Average to worse than average)

•Socioeconomic Status: SES3 (Affluent family that will provide most money for college), SES2 (Middle income family that will provide some money for college), SES1 (Lower income family that will provide no or very little money for college)

•Personal Motivation: PM3 (Highly motivated with high aspirations for self, wants to claw their way to the top), PM2 (Somewhat motivated, wants a challenging career, but also wants to maximize quality of life), PM1 (Not very concerned with traditional definitions of achievement, wants to earn a steady paycheck so that they can do the things they enjoy in life)

Once the profiles were drafted, they were sent to Luther B. Otto, Professor, Department of Sociology and Anthropology, North Carolina State University. Professor Otto reviewed the profiles and suggested changes. The final 16 types, along with their corresponding profiles, are listed in Table 20.

[3] Six personal style types created using theories developed by Dr. John Holland, whose theory of careers is the basis for most of the career inventories used today. Holland's theory states that most people can be loosely categorized with respect to six types: Realistic, Inquisitive, Artistic, Social, Enterprising and Conventional.

Table 20

Student Type	STUDENT PROFILE DESCRIPTIONS
01	A hardworking, bright student. Wants to be a doctor, an engineer, or maybe a lawyer. Can't afford the money it takes for college.
02	Very enterprising, probably will start a successful business one day. Often, a president of one or more school clubs.
03	Very athletic, thrives in a physical, active environment. Doesn't appear to have thought through any goals for the future. Below average student. Has a hard time listening in class and finishing assignments on time.
04	Seems to do everything well. Very good student. Physically fit with a positive attitude about life. Often is active in school clubs and school government. Has a college savings account that will pay for college.
05	Very outgoing and social. An average to better than average student. Very active in school clubs and has lots of friends.
06	Has a hard time learning in an academic environment. Enjoys working with things like autos and metal and wood more than with ideas and/or people. Comes from a lower income family.
07	Well-adjusted young person who is an average student. Doesn't stand out in one way or another. Plays it safe, doesn't get into trouble. May or may not have money set aside for college.
08	Very talented with computers and technology, but not very social or athletic. Average to better than average student. Pushes the limits sometimes, although not really rebellious. Parents have set money aside to pay for college.
09	Inquisitive and thorough. One of the best students in the school. A bit of a crusader. Has a knack of bringing up controversial issues. Really wants to meet people, travel, and see the world.
10	Very little discipline or structure in their life. Floundering, can't decide on a direction. Gets into trouble frequently. Below average student.
11	Lots of energy and ability. Gets bored easily. Feels somewhat trapped. Would like to get out of town and see the world.
12	Good student. Achievement oriented. Really shines when working on class projects as part of a team. Enjoys being part of something significant. Well-liked by everyone at the school.
13	Very smart and creative. Fascinated by things and ideas to which most students wouldn't even give a second thought. Very involved in their own world of special interests.
14	Rebellious and uncooperative. Won't follow directions. Challenges authority. Probably brighter than average, but an erratic student. Gets angry and upset frequently.
15	Good student who is involved in lots of extracurricular activities. Comes from a very close-knit family that spends a lot of time together. The family is struggling financially. The student will need to pay for most of college education.

Q-Sort Methodology

To further explore which students are most and least likely to benefit from enlistment, educators completed a Q-Sort exercise. Q-Sort methodology was developed in the 1950s by a psychologist named William Stephenson. Stephenson created a way of gathering data (called Q-Sort) that replicates decision-making in its most natural form. His method of data analysis, Q-Factor Analysis[4], allows the researcher to group respondents into segments based on their patterns of responses on the Q-Sort. It is not necessary to use Q-Factor Analysis when using Q-Methodology, however. Other analysis methods like analysis of variance or regression analysis are entirely appropriate for data collected using the Q-Sort technique.

Q-Sort allows respondents to evaluate a large number of objects (N>=12) in terms of two anchoring concepts (in this case, 16 profiles to be sorted based on likelihood to benefit from enlistment). Through a sequential sorting process, respondents array these items (student profiles) in a quasi-normal distribution. For analysis purposes, numerical values are assigned to each object.

Through the careful selection of items to be sorted, various hypotheses can be tested using multivariate analyses. Because successive sorts (either by different respondents or by the same respondent using different anchoring concepts) produce identical distributions (equal means and standard deviations), comparisons across respondents, objects, or anchoring concepts are quite easy.

How a Q-Sort is Administered

For each respondent, the appropriate number of cards are shuffled prior to the sort. Respondents are presented with the Q-Sort board and the anchoring concepts. The respondent reviews the cards to be sorted and groups them into three sets, those most closely associated with one of the anchoring concepts, those most closely associated with the other, and those somewhere in the middle. Then, they are asked to select the one card that best describes the first anchoring concept, then, the two next most like it and so on until the pyramid-shaped Q-Sort board is filled. The interviewer records the position of each item on the Q-Sort board. The most typical is to number the positions on the board (1-N, right to left) and assign that number to any of the items placed in that particular column (pictured on the following page).

Student Profile Q-Sort Exercise

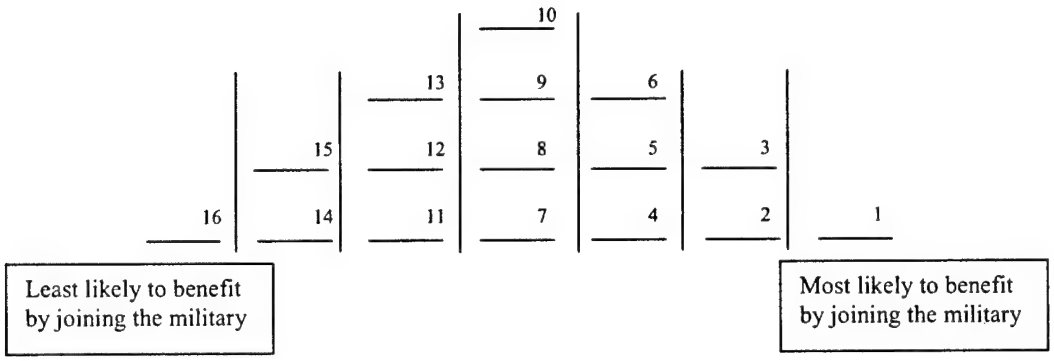
Respondents were given 16 index cards, each containing a hypothetical student profile. Educators were asked to imagine that a student has come to them, expressing an interest in the military. After reviewing the student profiles, they were asked to rank order them based which students would benefit the most by joining the military. The cards were sorted into three piles: pile one contained the those student types educators think are most likely to benefit from joining

[4] Q-Factor Analysis is actually one of six different types of factor analysis. (The most familiar one is actually known as "R" factor analysis.) Q-Factor Analysis resembles Cluster Analysis in that it produces groupings of respondents but unlike Cluster Analysis, Q-Factor Analysis results in a measure of "affinity" of each individual with each segment that results.

the military, pile two contained those student types educators think would least benefit from joining the military, and the third pile contained those student types that were thought to be somewhere in the middle. Next, they were asked to re-sort each pile and then lay the cards accordingly on the Q-Sort board (Figure 1).

Figure 1

Item Q-Sort Board



Types (for full list see Table 20) of students most likely to benefit from the military were:

- *"Has a hard time learning in an academic environment. Enjoys working with things like autos and metal and wood more than with ideas and/or people. Comes from a lower income family." Student Type 06*
- *"Lots of energy and ability. Gets bored easily. Feels somewhat trapped. Would like to get out and see the world." Student Type 11* and
- *"Very little discipline in or structure in their life. Floundering, can't decide on a direction. Gets into trouble frequently. Below average student." Student Type 10*

Types (Table 20) of students least likely to benefit from the military included:

- *"Seems to do everything well. Very good student. Physically fit with a positive attitude about life. Often is active in school clubs and school government. Has college savings account that will pay for college." Student Type 04*
- *"Very smart and creative. Fascinated by things and ideas to which most students wouldn't even give a second thought. Very involved in their own world of special interests." Student Type 13* and
- *"Very enterprising, probably will start a successful business one day. Often, a president of one or more school clubs." Student Type 02*

The aggregate responses to this exercise resulted in the distribution displayed in Tables 21.

Table 21

Student Likelihood of Benefiting From the Military, by Job Title

Please rank each student on the board from the student who would be the least likely to benefit from the military to the student who would be the most likely to benefit from the military.

Student Type	Student Profile	Mean Ranking (1=highest, 16=lowest) Total (n=122)	Teachers (n=30)	Counselors (n=61)	Principals (n=31)
06	Enjoys working with things more than ideas.	6	5	6	7
01	A hardworking bright student, can't afford college.	6	6	6	6
11	Lots of energy and ability, would like to see the world.	6	7	6	7
03	Very athletic, hadn't thought about the future.	7	5	8	7
12	Good student. Really shines when part of a team.	7	8	7	6
15	Extracurricular activities. Comes from close-knit family.	7	7	7	7
10	Can't decide on a direction. Gets into trouble.	7	7	7	8
07	Well-adjusted, doesn't stand out in one way or another.	8	8	8	7
16	Average, follows the group. Parents pushing college.	9	8	9	8
09	Inquisitive, excellent student, bit of a crusader.	9	8	9	10
05	Very outgoing and social, active.	10	11	9	10
08	Talented with technology, not social or athletic.	10	11	9	10
14	Rebellious and uncooperative. Challenges authority.	10	9	11	10
04	Good student, physically fit, positive attitude.	11	11	10	11
02	Very enterprising, often president of school clubs.	12	13	12	12
13	Very smart and creative, involved in their own world.	12	13	12	11

Using Regression Analysis to Further Explore Student Types

Based on how educators ranked the 16 student types from 1 (student getting the most benefit from joining the military) to 16 (student getting the least benefit from joining the military), ranking averages were developed. Please note that in order to generate a positive regression coefficient, the benefit scale was inverted so that "1" equals least likely to benefit from the military and "16" equals most likely to benefit from the military.

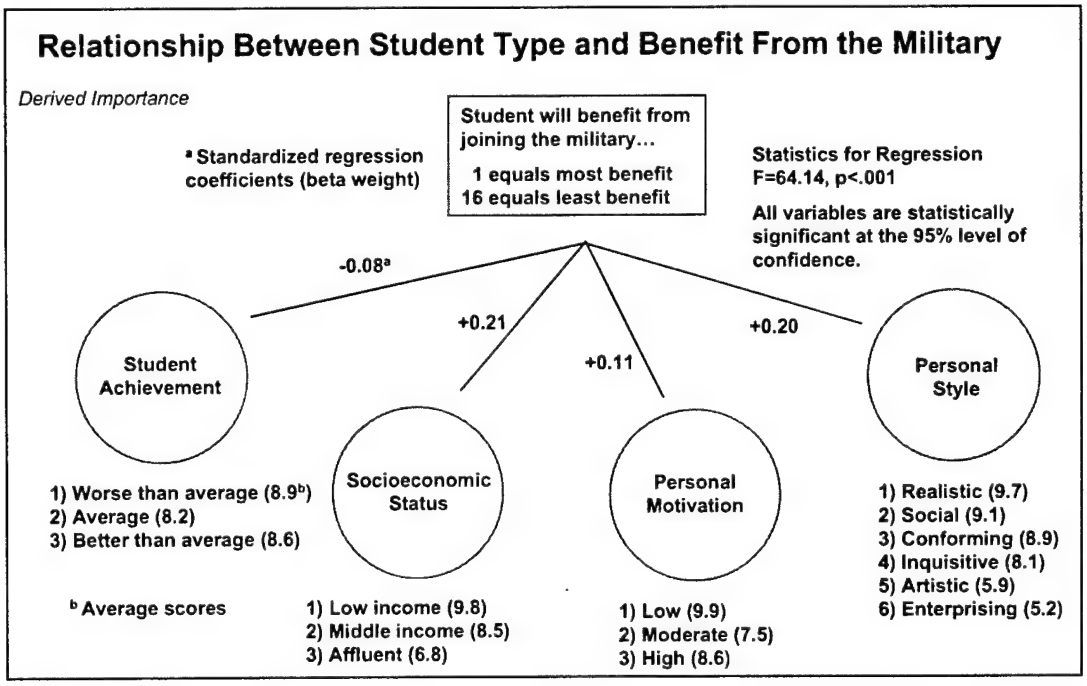
Student types with a:

- "realistic" personal style (types 1,6, 8) have an average ranking of 9.7;
- "social" personal style (types 3, 4, 5, 10, 11, 12, 15) have an average ranking of 9.1;
- "conforming" personal style (types 7, 16) have an average ranking of 8.9;
- "inquisitive" personal style (type 9) have an average ranking of 8.1;
- "artistic" personal style (types 13, 14) have an average ranking of 5.9; and
- "enterprising" personal style (type 2) have an average ranking of 5.2.

In summary, educators indicated that students with a realistic, social, conforming or inquisitive personal style would get more benefit out of joining the military than students with an artistic, or enterprising personal style.

Next, a regression model was built showing an educator's perceptions regarding a student's "benefit from joining the military" as the dependent variable (ordinal data) and the four dimensions of student type (scholastic ability, socioeconomic status, personal motivation, and personal style) as the independent variables (ordinal data). SPSS version 9.0 OLS regression was used to estimate model parameters. The overall regression model was significant at the 99% level ($F=64.14$, $p < .001$) and all four of the predictor variables were significant at the 95% level. Please note that in order to generate a positive regression coefficient, the benefit scale was inverted so that "1" equals least likely to benefit from the military and "16" equals most likely to benefit from the military.

Figure 2



The overall regression model and each predictor variable are statistically significant. Next, the relative impact of each predictor variable on educator attitudes was interpreted by examining the standardized regression coefficients (beta weights) for each of the predictor variables. The scores for scholastic achievement, socioeconomic status, personal motivation, and personal style were .08, - .21, - .11, and -.20 respectively. This means that socioeconomic status and personal style have the strongest association with educator attitudes about benefits from military service. Specifically, educators believe that students coming from lower income families who have realistic, social, and conforming personal styles benefit more from joining the military than other types of students.

Next, implications were derived from the overall analysis. The implications are that currently educators believe student types 1, 5, 6, 12, 15 have the most to gain from joining the military. Specifically, educators are likely to believe that most students coming from lower income families that like to work with things, data, ideas (realistic), or who are outgoing and work well

with people (social), or simply like to "play it safe" (conforming) have the most to gain from joining the military.

Student types 1, 5, 6, 12, 15 are defined (from Table 20) as follows:

Student

Type 1: A hardworking, bright student. Wants to be a doctor, an engineer, or maybe a lawyer. Can't afford the money it takes for college.

Type 5: Very outgoing and social. An average to better than average student. Very active in school clubs and has lots of friends.

Type 6: Has a hard time learning in an academic environment. Enjoys working with things like autos and metal and wood more than with ideas and/or people. Comes from a lower income family.

Type 12: Good student. Achievement oriented. Really shines when working on class projects as part of a team. Enjoys being part of something significant. Well liked by everyone in school.

Type 15: Good student who is involved in lots of extracurricular activities. Comes from a very close-knit family that spends a lot of time together. The family is struggling financially. The student will need to pay for most of college education.

Part of the recruiting communications challenge is to broaden educators' perspective of the type of student who could benefit from the military.

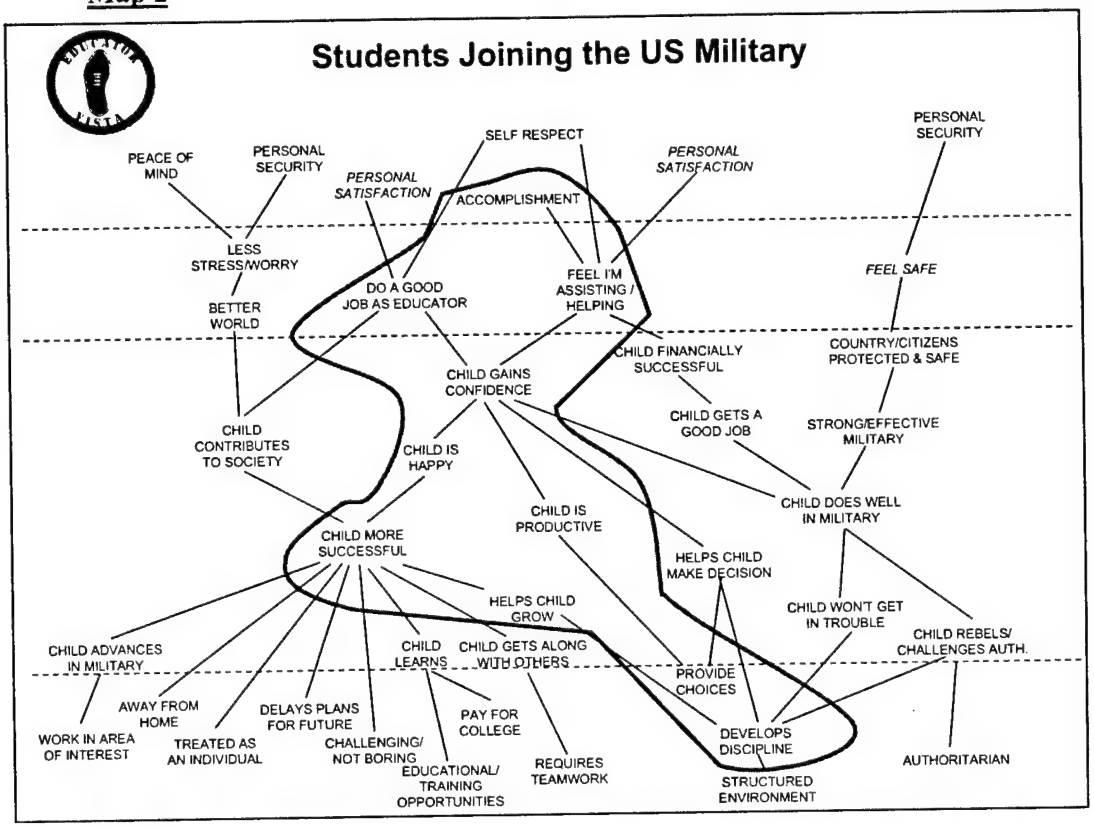
Benefit of Military Enlistment

A series of ladders were generated based on where respondents positioned each student type on the Q-Sort board. First, two positive ladders were performed on the types of students placed in positions indicating most likely to gain from the military. The respondent was asked to articulate which part of the profile made them feel the student was most likely to benefit and then why/how they would benefit from the military. Then, a ladder was generated from the reasons why/how they would benefit. Next, using a similar method, negative ladders were performed on the types of students placed in positions in the middle of the distribution. Laddering was initiated by asking for the reasons why that particular student would be less likely to benefit and then why/how they will be less likely to benefit from the military. Finally, two "mini-ladders" were performed on those types in positions indicating least benefit from the military, probing for the attribute and the functional benefits (interviewers probed for multiple mentions).

The resulting map has one orientation almost identical to the dominant perspective of parents, VISTA™ research completed in April 2001. Educators perceive students *developing discipline* and getting *choices* in the military, which will help them *grow,* become *more successful, productive,* and *happy.* The child also gains *confidence.* This leads to the educator feeling they

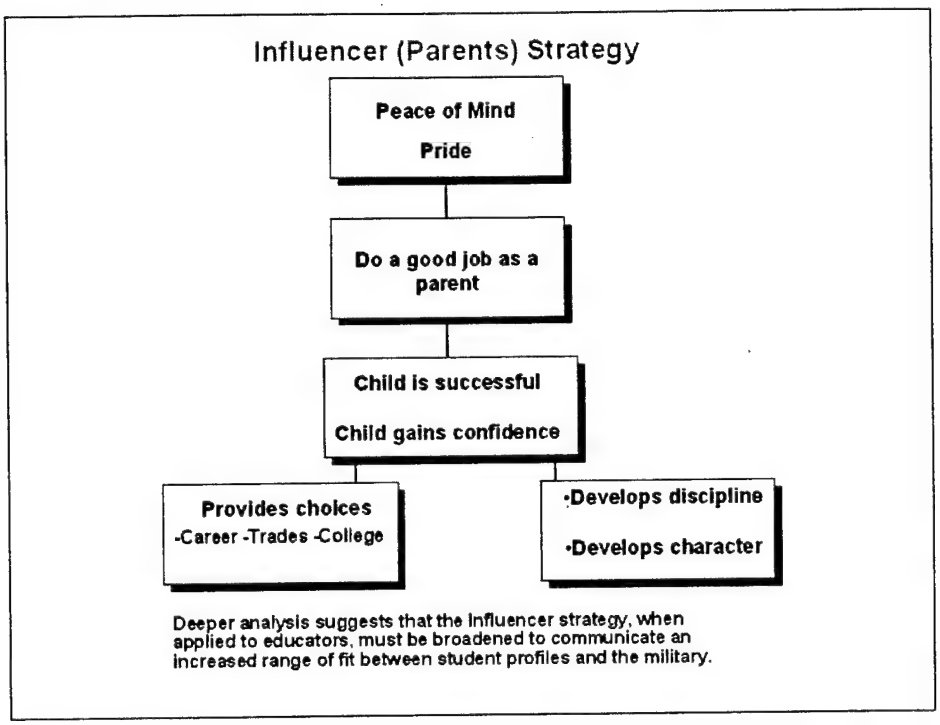
did a good job and that they are *assisting/helping.* This ultimately taps into a *sense of accomplishment* for the educator.

Map 2



Although previously researched communication strategies for parent influencers should resonate with educators, it may not be enough. Educators also consider the student's profile when deciding what students would gain from military service. The military's challenge is to broaden that perspective.

Figure 3



Reasons to Recommend the Military

Educators were shown a new series of seven statements describing benefits of joining the military (Table 22). They were asked to rank order them (1=highest/most likely, 7=lowest/least likely) based on how likely *the statement* would be a reason to recommend the military as an option for one of their students upon graduation from high school.

Provides opportunities for further education emerged as the most likely reason to be used by educators, *teaches discipline and leadership skills* as the second reason and *provides an opportunity to serve the country* as the least likely reason to recommend the military as an option after high school graduation.

Table 22

Aided Reasons to Recommend the Military

Rank order these statements based on how likely you would be to use it as a reason to recommend the military as an option for one of your students upon graduation from high school (Rank 1 highest, 7 lowest)

• Provides opportunities for further education	3.0
• Teaches discipline and leadership skills	3.5
• Can help a student learn important job skills	3.8
• Provides a career opportunity	3.9
• Provides money for college	4.1
• Can help a student grow and mature	4.1
• Provides an opportunity to serve the country	5.6

As Tables 23 and 24 illustrate, the two reasons to recommend the military, *provides opportunities for further education* (ranked highest) and *provides an opportunity to serve the country* (ranked lowest), are consistent across respondents' job category and geographic areas.

Principals placed somewhat more emphasis on *can help a student grow and mature* than did counselors and teachers. Counselors, on the other hand, place slightly more emphasis on *can help a student learn important job skills* than principals and teachers.

Table 23

Aided Reasons to Recommend the Military, by Job Title

Rank order these statements based on how likely you would be to use it as a reason to recommend the military as an option for one of your students upon graduation from high school.

Mean Ranking (1=Highest)

Reasons	Total (n=122)	Teachers (n=30)	Counselors (n=61)	Principals (n=31)
Provides opportunities for further education	3.0	3.1	3.0	3.1
Teaches discipline and leadership skills	3.5	3.3	3.7	3.4
Can help a student learn important job skills	3.8	3.8	3.6	4.0
Provides a career opportunity	3.9	3.9	3.8	4.0
Provides money for college	4.1	3.8	4.0	4.5
Can help a student grow and mature	4.1	4.2	4.3	3.7
Provides an opportunity to serve the country	5.6	6.0	5.7	5.3

Table 24

Aided Reasons to Recommend the Military, by Educator Location

Rank order these statements based on how likely you would be to use it as a reason to recommend the military as an option for one of your students upon graduation from high school.

Mean Ranking (1=Highest)

Reasons	Total (n=122)	Urban (n=45)	Suburban (n=36)	Rural (n=41)
Provides opportunities for further education	3.0	3.1	3.1	2.9
Teaches discipline and leadership skills	3.5	3.3	3.4	3.7
Can help a student learn important job skills	3.8	4.0	3.9	3.5
Provides a career opportunity	3.9	3.9	4.1	3.7
Provides money for college	4.1	4.6	3.5	4.0
Can help a student grow and mature	4.1	3.8	4.3	4.2
Provides an opportunity to serve the country	5.6	5.2	5.7	6.0

Educators in urban areas also placed somewhat more emphasis on *can help student grow and mature* than those educators in rural and suburban areas. Those in suburban areas were more likely to say *provides money for college* as a reason to recommend the military than educators in urban or rural areas. Rural educators placed slightly more emphasis on *can help a student learn important job skills* than educators in suburban and urban areas.

Reasons to Recommend the Military by Student Type

Respondents were then asked to place the 16 student types under the statement they felt would be the "best" reason for that "type" of student to join the military. Table 25 reviews the responses for student types 01–08 and Table 26 reviews the responses for student types 09-16. Those items circled indicate the most frequently cited reason to recommend that student for the military.

As Tables 25 and 26 illustrate, educators identified *can help a student learn important job skills* as a reason student type 1 (*Enjoys working with things more than* ideas) to join the military. Moreover, educators identified *provides an opportunity to serve the country* as a reason for student type 6 (*Good student. Really shines when part of a team)* to join the military.

In Table 25, those items circled indicate the most frequently cited reason to recommend that student for the military.

Table 25

Aided Reasons to Recommend the Military, by Student Type 1-8

I would like you to take the 16 student types and place them under the statement you feel would be the best reasons for that "type" of student to join the military.

(% placing with reason)

	Opp for further education	Teach discipline & leadership	Help student learn job skills	Provides a career opportunity	Provides money for college	Help student grow & mature	Opp to serve country
1. Enjoys working with things more than ideas.	2	1	(66)	20	6	4	–
2. Lots of energy and ability, would like to see the world.	7	8	8	29	1	(34)	12
3. Can't decide on a direction. Gets into trouble.	1	(60)	7	2	–	(30)	1
4. A hardworking bright student, can't afford college.	12	–	1	5	(79)	2	–
5. Very athletic, hadn't thought about the future	2	29	20	15	–	(34)	1
6. Good student. Really shines when part of a team.	20	15	4	23	7	6	(25)
7. Extracurricular activities. Comes from close-knit family	7	1	–	2	(86)	2	1
8. Well-adjusted , doesn't stand out in one way or another.	24	10	10	13	(28)	11	4

Table 26

Aided Reasons to Recommend the Military, by Student Type 9-16

Rank order these statements based on how likely you would be to use it as a reason to recommend the military as an option for one of your students upon graduation from high school.

(% placing with reason)

	Opp for further education	Teach discipline & leadership	Help student learn job skills	Provides a career opportunity	Provides money for college	Help student grow & mature	Opp to serve country
9. Average, follows the group. Parents pushing college.	11	23	11	11	2	(39)	3
10. Inquisitive , excellent student, bit of a crusader.	18	13	3	19	7	16	23
11. Rebellious and uncooperative. Challenges authority.	–	(59)	2	1	–	(37)	–
12. Talented with technology, not social or athletic.	20	13	22	(26)	2	15	2
13. Very outgoing and social, active.	21	20	8	17	10	8	15
14. Good student, physically fit, positive attitude.	18	14	2	24	5	5	(30)
15. Very smart and creative, involved in their own world.	(28)	8	13	15	10	11	14
16. Very enterprising, often president of school clubs.	16	21	15	(26)	10	2	11

Knowledge of the Military

To gain further insight of educators' knowledge of the military, respondents read a series of statements pertaining to military service (Tables 27 and 28). For each statement, educators were first asked to say how familiar they were with each (where 1=very unfamiliar, 2=somewhat

unfamiliar, 3=somewhat familiar and 4=very familiar) and then asked the degree to which they believed it (where 1=very unbelievable, 2=somewhat unbelievable, 3=somewhat believable and 4=very believable).

Educators were most familiar with the statements that described military service as *provides an opportunity to serve our country,* an institution that *fosters qualities such as discipline*, and *will builds on values such as duty*. They were least familiar with some of the educational and career opportunity statements. Since students are likely to ask questions about these areas, this indicates that educators may not be equipped with the best information needed to provide students with informed responses.

Table 27

Familiarity With U.S. Military

- **Most familiar with the U.S. Military:**
  - Provides an opportunity to serve our country (89% very familiar)
  - Fosters qualities such as discipline
  - Will build on values such as duty
  - Allows people to learn responsibility and leadership
  - Participates in things such as humanitarian relief
  - Every military post is a close-knit community
  - Offers a tuition assistance program
  - 88% of military jobs have comparable civilian jobs
  - Offers over 150 career paths
  - The military service is diverse
- **Least familiar with the U.S. Military:**
  - Over 30,000 college degrees were earned by members (9% very familiar)
  - 300 military schools teach skills in over 10,000 courses
  - Offers 30 days of paid vacation a year
  - 60% of the courses are certified for college credit
  - More of the housing is college-style dormitory rooms

One of the screener (qualifying questions asked prior to the interview) questions asked educators if they typically give mostly positive, mostly positive and somewhat negative, mostly negative and somewhat positive or mostly negative advice when asked about military as an option after high school. Respondents who gave mostly positive responses were grouped as "positive advice" and those who gave any other response were grouped as "neutral/negative advice." This "advice" question was crossed by the familiarity question and then the believability question. Overall, those who said they would give positive advice about military service were both more familiar with and believing of the statements compared to those who gave neutral and/or negative advice.

Table 28

US Military Familiarity Statement

Now, I am going to read you some statements that pertain to the military service. For each statement I would like you to tell me using this scale where 1=Very Unfamiliar, 2=Somewhat Unfamiliar, 3=Somewhat Familiar (SF), and 4=Very Familiar (VF) how familiar you are with each statement.

	% of Respondents					
	Total (n=122)		Positive Advice (n=82)		Neutral / Negative (n=40)	
Statement	VF	SF	VF	SF	VF	SF
Provides an opportunity to serve our country	89	9	95	4	78	20
Fosters qualities such as discipline	84	15	88	12	78	20
Will build on values such as duty	79	20	85	15	65	33
Allows people to learn responsibility and leadership	67	26	72	23	58	33
Participates in things such as humanitarian relief	65	29	70	23	55	40
Every military post is a close-knit community	46	31	46	29	45	35
Offers a tuition assistance program	35	48	35	48	35	48
88% of military jobs have comparable civilian jobs.	34	40	35	38	30	45
Offers over 150 career paths	33	41	34	44	30	35
The military service is diverse	30	41	29	43	33	38
More of the housing is college style dormitory-rooms	25	16	24	15	25	20
60% of the courses are certified for college credit.	22	36	24	33	18	43
Offers 30 days of paid vacation a year.	18	23	18	22	18	25
300 military schools teach skills in over 10,000 courses	16	35	13	41	20	23
Over 30,000 college degrees were earned by members	9	25	9	28	10	18

In terms of believability, almost all statements were considered believable. *Fosters qualities such as discipline* (86%) followed by *participates in things such as humanitarian relief* (82%), *will build on values such as duty* (81%) and *provides an opportunity to serve our country* (81%) were considered the top four most believable statements.

The lowest "very believable" rating (which is still considered high) was 42% for the statement *over 30,000 college degrees were earned by members.*

Table 29

US Military Believability Statement

Now, I am going to read you some statements that pertain to the military service. For each statement I would like you to tell me using this scale where 1=Very Unbelievable, 2=Somewhat Unbelievable, 3=Somewhat Believable (SB), and 4=Very Believable (VB) to what degree the statement is believable to you.

% of Respondents

	Total (n=122)		Positive Advice (n=82)		Neutral / Negative (n=40)	
Statement	**VB**	**SB**	**VB**	**SB**	**VB**	**SB**
Fosters qualities such as discipline	86	13	89	11	80	18
Participates in things such as humanitarian relief	82	17	84	15	78	23
Will build on values such as duty	81	17	85	15	73	23
Provides an opportunity to serve our country	81	15	89	11	65	23
Allows people to learn responsibility and leadership	78	16	83	13	68	23
Offers a tuition assistance program	72	25	73	26	70	23
Offers over 150 career paths	72	24	74	22	68	28
88% of military jobs have comparable civilian jobs	61	30	62	32	58	25
The military service is diverse	57	36	55	38	60	33
Every military post is a close-knit community	56	36	60	32	48	45
300 military schools teach skills in over 10,000 courses	52	36	57	34	43	40
60% of the courses are certified for college credit.	51	38	59	34	35	45
Offers 30 days of paid vacation a year.	47	41	49	39	43	45
More of the housing is college style dormitory-rooms	45	42	48	38	40	50
Over 30,000 college degrees were earned by members	42	45	45	45	35	45

Interest in the Military

Presumably if educators had more interest in issues surrounding the military, they would be more open to encouraging young people to consider the military as a career option. The screener question "Interest in issues surrounding the military," (which uses a 10-point scale where 1 means not at all interested and 10 means extremely interested), and the 15 statements in Table 30 were examined to determine what might spark a greater interest in the military among educators.

The predictor variables are based on the 15 statements discussed in Table 27. If familiarity with a statement sparks greater interest in the military among educators, the regression coefficient will be positive, denoting that familiarity with the statement makes a positive contribution to an educator's level of interest. On the other hand, a negative regression coefficient denotes that familiarity with the statement actually lowers an educator's level of interest in the military.

Of the 15 statements, only 5 statements have a measurable (statistically significant) impact in explaining variations in educators' level of interest (p-values of .2 or smaller, that is the likelihood to observe the predictive relationship between the statement and level of interest purely by chance is 20% or less).

The beta scores are standardized regression coefficients; that is, they reflect the relative impact each predictor variable has on the outcome. For example, familiarity with the statement "offers

over 150 career paths" has more than twice the impact than familiarity with the statement "offers a tuition assistance program" in sparking interest in the military among educators.

On the other hand, familiarity with the statement "participates in humanitarian relief, firefighting, drug enforcement" does about as much harm as familiarity with the statement "offers over 150 career paths" does good. Said another way, the more an educator knows about the military's "humanitarian relief, firefighting, drug enforcement" mission, the less interest they have in the military.

Finally, the t-scores are simply reflective of the p-values. High t-scores yield low p-values. The lower the p-values the better. Economists usually eliminate predictor variables from the regression model when the t-scores are within the range of +/- 2.00. Sociologists often take a more liberal view and eliminate predictor variables when the t-scores are within the range of +/- 1.00. Clearly, *offers over 150 career paths* and *participates in humanitarian relief* are two statements that make the greatest impact. Then, depending on the viewpoint, the other three statements may or may not make a significant impact. Nevertheless, they are the next three statements of the set of 15 that should be considered. Table 30 further explains this concept.

Table 30

Drivers of Likelihood to Take Active Interest in Military

Emphasize facts about the military that increase an educator's likelihood to take an active interest in the military

Predictor Variable	Beta Score	t Score	p Value
Offers a tuition assistance	0.12	1.35	0.180
Offers over 150 career paths	0.30	3.28	0.001
More and more college-style rooms	0.14	1.58	0.118
Serve country in meaningful way	0.13	1.51	0.113
Participates in humanitarian relief, firefighting, drug enforcement	-0.26	-2.95	0.004

Regression results are based on "interest in the military" as the dependent variable. The R-squared for the regression equation is 0.20 (F=5.82,p,.001). Ratings for all fifteen military fact statements were tested in the model. Only statistically significant predictor variables are reported.

Similar to findings in the previous adult image of the military study, military involvement with non-traditional missions may be a barrier, even though educators view these missions more positively than adults overall.

Sources of Information

Educators were asked a series of questions about available sources of information pertaining to the military and how they use those in advising students (Table 31). First, respondents were asked what they would do if a student came to them and said they were interested in finding out about the military as an option after high school. If respondents did not mention a local recruiting command, they were asked if they would consider referring interested students to one.

If a student came to them and said they were interested in finding out about military as an option after high school, educators most often mentioned *tell the student to go speak to a recruiter* (counselors 85%, teachers 63%, and principals 65%). *Tell the student to talk to the school counselor* was mentioned second most often by teachers (53%) and principals (48%). Counselors, on the other hand, mentioned *ask more about the student's choice in the military* (25%) and *tell the student when recruiters come to school* (also 25%) as their second and third most mentioned source for information about the military.

Table 31

Sources of Information, by Job Title

Let's say a student came to you and said they were interested in finding out about the military as an option after high school. What do you do? (If not mentioned, do you refer interested students to the local recruiting command?

(%)
Multiple Response

Source	Total (n=122)	Teachers (n=30)	Counselors (n=61)	Principals (n=31)
Tell the student to go speak to a recruiter	75	63	85	65
Tell the student to talk to the counselor	30	53	10	48
Ask more about the student's choice in the military	20	20	25	13
Give the student printed material we have	19	3	31	10
Tell the student when the recruiters come to the school	18	13	25	10
Tell the student to take the ASVAB	14	13	18	6
Tell the student to go to ROTC guidance program	13	20	8	16
Tell the student about the website	7	10	8	3
Tell the student to talk to someone who was in the military	7	17	3	6

While educators in suburban areas were especially likely to direct students to recruiters, educators in rural areas were more likely to talk with students and ask more about their choice in the military (see Table 32).

Table 32

Sources of Information, by Educator Location

Let's say a student came to you and said they were interested in finding out about the military as an option after high school. What do you do? (If not mentioned, do you refer interested students to the local recruiting command?

(%)
Multiple Response

Source	Total (n=122)	Urban (n=45)	Suburban (n=36)	Rural (n=41)
Tell the student to go speak to a recruiter	75	73	75	76
Tell the student to talk to the counselor	30	29	33	29
Ask more about the student's choice in the military	20	16	17	29
Give the student printed material we have	19	13	25	20
Tell the student when the recruiters come to the school	18	20	14	20
Tell the student to take the ASVAB	14	20	14	7
Tell the student to go to ROTC guidance program	13	20	14	5
Tell the student about the website	7	--	11	12
Tell the student to talk to someone who was in the military	7	2	8	12

Next, educators were asked specifically about the information they have pertaining to the military and which information they find the most helpful when talking to students about options after high school (Tables 33 and 34). Information most helpful when talking to students included: brochures/pamphlets from the military, recruiters, general knowledge of educational opportunities in the military and former military among the school staff or the school's ROTC leader.

Counselors seemed to rely more on pamphlets and brochures (36% mentions) than principals (29%) and teachers (20%). Teachers were least likely to mention referring students to recruiters and, instead, referring the students to the guidance counselors. Counselors were much more likely to mention referring students to recruiters. Few educators referred students to the Web site or the Internet as an information resource.

Table 33

Information About the Military as an Option After High School, by Job Title

Let's talk specifically about the information you have pertaining to the military. What do you find most helpful when talking with your students about options after high school?

(%)
Multiple Response

Information	Total (n=122)	Teachers (n=30)	Counselors (n=61)	Principals (n=31)
I have brochures/pamphlets from the military	30	20	36	29
I refer students to the recruiters	25	7	39	16
I know about the educational opportunities	17	10	13	32
Knowing what the military has to offer(general)	15	10	13	23
Faculty/students who have been in military	14	17	11	16
The recruiters visit the school	11	13	11	6
I refer the students to the ROTC people	10	17	7	10
I refer the students to the guidance counselors	9	23	2	10
My own personal experience	8	3	13	3
Web site/internet	7	7	8	3

Geographically, rural educators most often mentioned referring *students to recruiters* (37%) and frequently mentioned relying more on their own *personal experiences* (17%) than did urban and suburban educators. Urban and rural educators most often mentioned relying on brochures and pamphlets (36% and 39%, respectively).

Table 34

Information About the Military as an Option After High School, by Educator Location

Let's talk specifically about the information you have pertaining to the military. What do you find most helpful when talking with your students about options after high school?

(%)
Multiple Response

Information	Total (n=122)	Urban (n=45)	Suburban (n=36)	Rural (n=41)
I have brochures/pamphlets from the military	30	36	39	17
I refer students to the recruiters	25	22	17	37
I know about the educational opportunities	17	18	11	22
Knowing what the military has to offer(general)	15	20	8	15
Faculty/students who have been in military	14	13	17	12
The recruiters visit the school	11	16	14	2
I refer the students to the ROTC people	10	20	6	2
I refer the students to the guidance counselors	9	7	17	5
My own personal experience	8	2	6	17
Web site/internet	7	2	14	5

Urban educators were more likely to mention referring *students to ROTC people* (20%) than educators in suburban and rural areas (6% and 2% respectively). Suburban educators were least likely to mention *knowing what the military has to offer (general)*. This group, however, was more likely to mention using the Internet than educators in urban and suburban areas.

When asked what information, if any, was missing (is there anything you wish you had), about half of respondents said they do not need any further information to assist with advising students. The other half (52%) of the respondents said they do need more information. *Tapes/videos/ brochures* were mentioned most frequently, followed by *a better overview of military careers*, and *more about military pay/benefits.*

Teachers most frequently mentioned needing to know more about military pay/benefits (31%). Teachers and principals also often mentioned needing a *better overview of the military careers* (25% and 29%, respectively). While teachers equally mentioned needing to know *more about educational options* (25%), principals equally mentioned needing more *tapes/videos/brochures (29%).*

While no teachers or principals mentioned the need for more information about the ASVAB test, counselors mentioned (17%) needing more information in this area. Counselors also mentioned

invite students to tour bases (20%) after *needing more tapes/videos/brochures* (27%) as sources of information.

Table 35

Desired Information About the US Military, by Job Title

Thinking of all of the information about the military that is available to you, is there anything missing? In other words, is there anything you wish you had? If so, what is it?

(%)
Multiple Response

	Total (n=122)	Teachers (n=30)	Counselors (n=61)	Principals (n=31)
% Yes, Information Desired	52	53	49	55
Type of Information Desired				
Need more tapes/videos/brochures	25	19	27	29
Need a better overview of military careers	22	25	17	29
Need to know more about military pay/benefits	21	31	13	24
More educational options	14	25	13	6
Invite students to tour bases	13	6	20	6
Need to know more about ASVAB test	8	--	17	--
Recruiters talk more with teachers/counselors	6	13	3	6

Geographically, more educators in suburban and urban areas mentioned needing *more tapes and videos* than those in rural areas (Table 36). Those educators in urban areas would also like to know *more about the educational options* available in the military. Suburban educators indicated they needed *more information on the ASVAB test.*

Table 36

Desired Information About the US Military, by Educator Location

Thinking of all of the information about the military that is available to you, is there anything missing? In other words, is there anything you wish you had? If so, what is it?

(%)
Multiple Response

	Total (n=122)	Urban (n=45)	Suburban (n=36)	Rural (n=41)
% Yes, Information Desired	52	56	47	51
Type of Information Desired				
Need more tapes/videos/brochures	25	36	29	10
Need a better overview of military careers	22	28	24	14
Need to know more about military pay/benefits	21	28	12	19
More educational options	14	24	6	10
Invite students to tour bases	13	12	6	19
Need to know more about ASVAB test	8	4	18	5
Recruiters talk more with teachers/counselors	6	4	12	5

Additionally, educators said they are also relying on recruits who were previous students as an information source. About three quarters of educators have had students who entered the military come back to talk about their experiences. Comments made by these young people were positive and included *where they had been, what their responsibilities were, military routine, the people they had met* and *their personal pride in their own decision.*

Military Recruiting Web Sites

Overall, less than half of respondents (42%) knew about the military Web sites (Table 37). Awareness was highest for suburban educators and lowest for urban educators. Of those who were aware, more than half said they have not accessed any sites. Of those who were aware of military Web sites, only 2 in 10 claim to have visited the Navy and Army Web sites, while slightly fewer mentioned visiting the Air Force and Marine Corps Web sites.

Although educators in suburban were most aware of military Web sites (58%), they accessed the sites less than both rural and urban educators who were aware of the Web sites.

Table 37

Military Web Sites

Are you aware of any of the military Web sites? If so, which ones you accessed?

(%)
Multiple Response

	Total (n=122)	Urban (n=45)	Suburban (n=36)	Rural (n=41)
% Yes Aware	42	29	58	41
Web Sites Accessed				
None of them	55	54	62	47
Navy	22	31	19	18
Army	22	8	29	24
Air Force	18	23	14	18
Marines	10	–	10	18
National Guard	6	–	5	12
Coast Guard	2	–	5	–

Moreover, respondents liked the idea of an educator military Web site that would contain information about *available career options, information on salary and benefits, education and training benefits, enlistment requirements* and *general recruiter information, including relevant contact information.*

Military Recruiters in Schools

Educators had a mostly positive view of recruiters and 95% indicated military recruiters were allowed in schools (Tables 38 and 39). They indicated that students should know about all of the

options available to them after high school and that military recruiters have as much right to be in schools as college recruiters.

Negative feedback on recruiters centered around recruiters being *too pushy* or *acting in a non-professional manner*. Negative comments were mostly from a few counselors and principals, suggesting that gatekeepers (those individuals making the decision to allow recruiters in schools) may experience the most negative interactions.

The following tables illustrate opinions of recruiters, by educator type and location. While educators in all job types and locations felt *it is good for students to see all their options*, counselors were more open to *recruiters coming to the school* (35%) than principals (19%) and teachers (24%). Principals felt recruiters were *too pushy* (13%). Geographically, educators in urban areas mentioned (10%) recruiters being *too pushy* compared to 3% of the mentions by suburban educators and 5% by rural educators.

Table 38

Military Recruiters in School, by Job Title

Are military recruiters allowed in your school? How do you feel about that? Is that positive (+) or negative (-) to you?

(%)
Multiple Response

	Total (n=122)		Teachers (n=30)		Counselors (n=61)		Principals (n=31)	
% Recruiters Allowed	95		83		98		100	
Feelings	+	-	+	-	+	-	+	-
It's good for the students to see all their options	41	--	40	--	38	--	48	--
I don't mind the recruiters coming to the school	28	--	24	--	35	--	19	--
Answers questions/provides military perspective	16	--	28	--	15	--	10	--
Similar to a college recruiter	10	--	8	--	10	--	13	--
Not pushy/acts professional	5	1	--	--	8	2	3	--
Too pushy	--	6	--	--	--	5	--	13

Table 39

Military Recruiters in School, by Educator Location

Are military recruiters allowed in your school? How do you feel about that? Is that positive (+) or negative (-) to you?

(%)
Multiple Response

	Total (n=122)		Urban (n=45)		Suburban (n=36)		Rural (n=41)	
% Recruiters Allowed	95		93		94		98	
Feelings	+	-	+	-	+	-	+	-
It's good for the students to see all their options	41	--	36	--	41	--	48	--
I don't mind the recruiters coming to the school	28	--	31	--	24	--	30	--
Answers questions/provides military perspective	16	--	17	--	18	--	15	--
Similar to a college recruiter	10	--	2	--	15	--	15	--
Not pushy/acts professional	5	1	2	--	3	--	10	3
Too pushy	--	6	--	10	--	3	--	5

ASVAB Career Exploration Program

A majority of educators (76%) said that their school participates in the ASVAB Career Exploration Program, yet most of those educators knew few specifics about the program (Table 40). Educators described the ASVAB as *a general test to determine skills/aptitude* (73%). They did not understand the career exploration components of the program.

Table 40

ASVAB Career Exploration Program Awareness, by Job Title

Does your school participate in the ASVAB Career Exploration Program? What do you know about the ASVAB Career Exploration Program?

(%)
Multiple Response

	Total (n=122)	Teachers (n=30)	Counselors (n=61)	Principals (n=31)
% Participate ASVAB	76	73	79	74
ASVAB				
A general test to determine skills/aptitude	73	64	85	57
Qualifying test/geared towards serving in the military	19	27	15	22
We offer that test	3	–	2	9

Counselors were more likely to describe the ASVAB as *a general test to determine skills/aptitude* (85%) compared to teachers (64%) and principals (57%). Geographically, 93% of the educators in rural areas said their school participates in the ASVAB. Roughly two-thirds of suburban (67%) and urban (69%) educators said their school participates in the program.

Table 41

ASVAB Career Exploration Program Awareness, by Educator Location

Does your school participate in the ASVAB Career Exploration Program? What do you know about the ASVAB Career Exploration Program?

(%)
Multiple Response

	Total (n=122)	Urban (n=45)	Suburban (n=36)	Rural (n=41)
% Participate ASVAB	76	69	67	93
ASVAB				
A general test to determine skills/aptitude	73	58	67	89
Qualifying test/geared towards serving in the military	19	13	25	21
We offer that test	3	3	4	3

Finally, when asked about its impact, respondents indicated the ASVAB had a positive impact on perception of the military. Positive comments include: *military wants to give students positive guidance that suits them personally, makes teacher/counselor more aware of options available,* and *good service provided to students.*

APPENDIX A

Educator Interview Guide

Respondent Name:_____ ID:_____

Interviewer:_____

Date:_____ Length of Interview:_____

SCREENER INFORMATION

Interviewer: Please use the screener from the facility to complete this page of information. When the interview is complete, please staple the screener from the facility to the back of the completed protocol.

S1. Location

1 Los Angeles
2 Des Moines
3 Atlanta
4 Albuquerque
5 Chicago
6 Miami
7 Washington DC (pre-test)
8 Peoria
9 Charlotte
10 Tulsa

S4. Occupation

3 Teacher Grade 10
4 Teacher Grade 11
5 Teacher Grade 12
6 High School Guidance Counselor
7 High School Principal
8 High School Vice Principal
9 High School Assistant Principal

S5. Tenure in the education field

1 Less than 5 years
2 6-10 years
3 More than 10 years

S6. Subject taught

1 English
2 Math
3 Social Studies
4 Physical Education
5 Performing Arts (Band, Chorus)
6 Other, Specify_____

S7. Geographic status

1 Urban
2 Suburban
3 Rural

S8. Interest in issues surrounding the military on a 10-point scale (1 = not at all interested and 10 = extremely interested).

_____

S9. Advice about the U.S. Military would be

1 Mostly Positive
2 Mostly Positive, Somewhat Negative
3 Mostly Negative, Somewhat Positive
4 Mostly Negative

S10. [ONLY FOR PRINCIPALS, VICE PRINCIPALS, ASSISTANT PRINCIPALS] Extent they talk to students about decisions they make?

1 A great extent
2 To some extent
3 Little extent

S13. Gender

1 Male
2 Female

S14. Hispanic, Latino, or Spanish origin

1 Yes
2 No

S15. Race

1 Caucasian
2 Black, African-American
3 Asian, Pacific Islander
4 American Indian
5 Other

APPENDIX A

Section I: Introduction

The introduction is designed to put the respondent at ease, allow the interviewer to develop some rapport with the respondent, and provide a brief explanation of the interview process to the respondent.

First I want to thank you for taking part in this interview.

The purpose of all of the questions I will be asking you today is to help me better understand how you think and feel about different institutions in the United States. Please keep in mind that there are no right or wrong answers in this interview; you are the expert. If I ask any questions you don't understand, please ask me to explain. During the course of the interview, I will be asking a lot of questions. Sometimes, my questioning will seem repetitive. Please keep in mind that I am not trying to imply that you are giving the wrong answer, I am just trying to understand what you think. Please be patient and try to answer each question the best that you can.

I will be tape recording this interview, so I won't miss anything. The tape will be kept confidential.

Your answers are voluntary, but your opinions are important for this research. Your name will be held completely confidential and never connected to your answers. **[INTERVIEWER: IF ASKED: This interview will take two hours and is authorized by Office of Management and Budget Control No. 0704-0351.]**

APPENDIX A

Section 2: Role in helping young people prepare for life after high school

1. To begin, I would like to discuss your role and responsibilities as a _____ (insert job title) in relation to helping students think about options after high school. How would you describe your role? What are your responsibilities?

2. For the most recent graduating class, what percent of those students did you talk to about their plans after high school?

   _____%

3. What are the most predominate questions you get from students about options after high school?

4. Is there one predominate plan you recommend for all seniors to consider? If yes, which one and why?

_____

_____

_____

_____

_____

_____

_____

_____

5. Now I want to talk to you about your perceptions of what students do after high school. For the most recent graduating class, what percent of the graduates did the following five things upon graduation from high school? **[DISTRIBUTE LIME GREEN SHEET]**

a. What percent get a full-time job? _____ %

b. What percent go to a two-year college? _____ %

c. What percent go to a four-year college? _____ %

d. What percent go into the military? _____ %

e. What percent go to a vocational or trade school? _____ %

f. Other, specify _____ _____ %

TOTAL 100%

Section 3: Image of the Military

6. What images come to mind when I mention the United States Military? Is that positive or negative to you? What else?

_____ (+ —)
_____ (+ —)
_____ (+ —)
_____ (+ —)
_____ (+ —)
_____ (+ —)
_____ (+ —)
_____ (+ —)

7. What images come to mind when you think about the people who join the United States Military? Is that positive or negative to you? What else?

_____ (+ —)
_____ (+ —)
_____ (+ —)
_____ (+ —)
_____ (+ —)
_____ (+ —)
_____ (+ —)
_____ (+ —)

8. What images come to mind when you think about the people who stay in the United States Military as a career? Is that positive or negative to you? What else?

_____ (+ —)
_____ (+ —)
_____ (+ —)
_____ (+ —)
_____ (+ —)
_____ (+ —)
_____ (+ —)
_____ (+ —)

9. Generally speaking, would you say that the US Military is going in the right direction, or has it seriously gotten off on the wrong track?

A. Right Direction
B. Wrong Track

[INTERVIEWER: IF THE RESPONDENT ANSWERS "RIGHT DIRECTION" BEGIN WITH THE POSITIVE LADDER; IF THE RESPONDENT ANSWERS "WRONG TRACK" BEGIN WITH THE NEGATIVE LADDER. ALL RESPONDENTS MUST COMPLETE BOTH LADDERS.]

POSITIVE PRE-LADDER

10. In what way is the US military going in the right direction? What else?

___ _____
___ _____
___ _____
___ _____
___ _____
___ _____
___ _____

APPENDIX A

LADDER #1 POSITIVE US MILITARY

11. Which of these is the most important reason that the US Military is going in the right direction? *(Place a "1" beside)*

_____ A F P V

_____ A F P V

_____ A F P V

_____ A F P V

_____ A F P V

_____ A F P V

_____ A F P V

_____ A F P V

_____ A F P V

_____ A F P V

_____ A F P V

_____ A F P V

_____ A F P V

_____ A F P V

_____ A F P V

_____ A F P V

_____ A F P V

_____ A F P V

_____ A F P V

_____ A F P V

_____ A F P V

_____ A F P V

_____ A F P V

_____ A F P V

_____ A F P V

_____ A F P V

APPENDIX A

NEGATIVE PRE-LADDER

12. In what way has the US Military gotten off on the wrong track? What else?

___ _____

___ _____

___ _____

___ _____

___ _____

___ _____

___ _____

APPENDIX A

LADDER #2 NEGATIVE US MILITARY

13. Which of these is the most important reason that the US Military has gotten off on the wrong track? (Place a "1" beside)

_____ A F P V

_____ A F P V

_____ A F P V

_____ A F P V

_____ A F P V

_____ A F P V

_____ A F P V

_____ A F P V

_____ A F P V

_____ A F P V

_____ A F P V

_____ A F P V

_____ A F P V

_____ A F P V

_____ A F P V

_____ A F P V

_____ A F P V

_____ A F P V

_____ A F P V

_____ A F P V

_____ A F P V

_____ A F P V

_____ A F P V

_____ A F P V

_____ A F P V

_____ A F P V

14. Has your image of the military changed over time?

1 YES
2 NO

15. Could you please explain why?

16a. Have you ever recommended the military service as an option for any of your seniors?

1 YES
2 NO

16b. Why or why not?

17. What are the most predominate questions about the military you get from students?

_____
_____
_____
_____
_____
_____
_____

18a. Have any of your former students who entered the military returned and talked to you about their experiences?

1 YES
2 NO

18b. If yes, what types of things do they talk about? Was that positive or negative? What else?

_____ (+ —)
_____ (+ —)
_____ (+ —)
_____ (+ —)
_____ (+ —)
_____ (+ —)
_____ (+ —)
_____ (+ —)

APPENDIX A

Section 4: Success of Students

19. Next, we are going to talk about different types of students in your school. I am going to give you a stack of 16 cards. Each card contains a hypothetical student type. Based on our research with youth, a majority say they have talked with a counselor, teacher or principal about plans after high school. Imagine a student who has come to you, expressing an interest in the military. I'd like you to review the following student profiles.

Based on your perceptions of the military, I want you to rank order these profiles based on your beliefs of which students would benefit the most by joining the military. Begin by sorting the profiles into three piles. Pile one will contain those student types you think are most likely to benefit from joining the military, pile two will contain those student types you feel would least likely benefit from joining the military, and the third pile will contain those student types you feel are somewhere in the middle.

[INTERVIEWER: HAND RESPONDENT THE 16 BLUE CARDS AND HAVE THEM SORT THEM INTO THREE PILES-CORRESPONDING GREEN CARDS. RECORD THE LETTERS ON THE BACK OF THE CARDS IN THE FOLLOWING COLUMNS]

	STUDENT TYPE
A	A hardworking, bright student. Wants to be a doctor, an engineer, or maybe a lawyer. Can't afford the money it takes for college.
B	Very enterprising, probably will start a successful business one day. Often, a president of one or more school clubs.
C	Very athletic, thrives in a physical, active environment. Doesn't appear to have thought through any goals for the future. Below average student. Has a hard time listening in class and finishing assignments on time.
D	Seems to do everything well. Very good student. Physically fit with a positive attitude about life. Often is active in school clubs and school government. Has a college savings account that will pay for college.
E	Very outgoing and social. An average to better than average student. Very active in school clubs and has lots of friends.
F	Has a hard time learning in an academic environment. Enjoys working with things like autos and metal and wood more than with ideas and/or people. Comes from a lower income family.
G	Well-adjusted young person who is an average student. Doesn't stand out in one way or another. Plays it safe, doesn't get into trouble. May or may not have money set aside for college.
H	Very talented with computers and technology, but not very social or athletic. Average to better than average student. Pushes the limits sometimes, although not really rebellious. Parents have set money aside to pay for college.
I	Inquisitive and thorough. One of the best students in the school. A bit of a crusader. Has a knack of bringing up controversial issues. Really wants to meet people, travel, and see the world.
J	Very little discipline or structure in their life. Floundering, can't decide on a direction. Gets into trouble frequently. Below average student.
K	Lots of energy and ability. Gets bored easily. Feels somewhat trapped. Would like to get out of town and see the world.
L	Good student. Achievement oriented. Really shines when working on class projects as part of a team. Enjoys being part of something significant. Well-liked by everyone at the school.
M	Very smart and creative. Fascinated by things and ideas to which most students wouldn't even give a second thought. Very involved in their own world of special interests.
N	Rebellious and uncooperative. Won't follow directions. Challenges authority. Probably brighter than average, but an erratic student. Gets angry and upset frequently.
O	Good student who is involved in lots of extracurricular activities. Comes from a very close-knit family that spends a lot of time together. The family is struggling financially. The student will need to pay for most of college education.
P	Average to below average student. Follows the group. Doesn't stand out in any particular way. Parents pushing to go to college, and have set aside money to do so. May not have the commitment to stay in and get a degree.

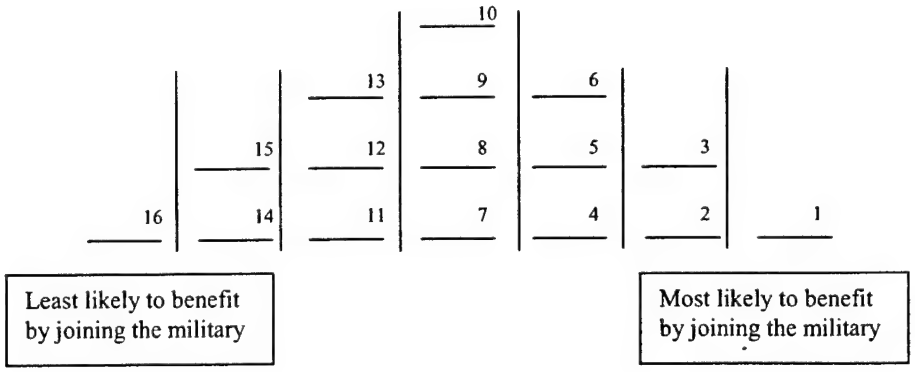
APPENDIX A

Q20 - PILE 1: MOST LIKELY TO BENEFIT BY JOINING THE MILITARY	Q21 - PILE 2: LEAST LIKELY TO BENEFIT BY JOINING THE MILITARY	Q23 - PILE 3: SOMEWHERE IN THE MIDDLE

24. Now, please take each pile and lay them on this board from the student who would be the least likely to benefit in the military to the student who would be the most likely to benefit in the military. Please start with these **[INTERVIEWER HAND THE RESPONDENT PILE 2]** with the least likely on the left.

[INTERVIEWER: HAND RESPONDENT THE THREE PILES, PILE 2 FIRST, PILE 1 SECOND AND PILE 3 THIRD AND HAVE THEM PLACE THEM ON THE Q-SORT BOARD. RECORD THE LETTERS ON THE BACK OF THE CARDS IN THE CORRESPONDING LOCATIONS IN THE FOLLOWING Q-SORT BOARD]

ANCHOR POINTS ARE PURPLE CARDS.



INTERVIEWER: HERE IS THE SEQUENCE FOR THE UPCOMING SECTION:

- **CONDUCT TWO POSITIVE LADDERS ON THE TYPES OF STUDENTS PLACED IN POSITIONS 1 AND 2. IN EACH OF THESE LADDERS YOU WILL PRE-LADDER ON THE FACET OF THE STUDENT TYPE THAT MAKES THEM MORE LIKELY TO BENEFIT AND THEN WHY/HOW THEY WILL BENEFIT FROM THE MILITARY. YOU WILL LADDER OFF THE REASONS WHY/HOW THEY WILL BENEFIT.**

- **AFTER THAT YOU WILL CONDUCT TWO NEGATIVE LADDERS ON THE TYPES OF STUDENTS PLACED IN POSITIONS 7 AND 8. IN EACH OF THESE LADDERS YOU WILL PRE-LADDER ON THE FACET OF THE STUDENT THAT MAKES THEM LESS LIKELY TO BENEFIT AND THEN WHY/HOW THEY WILL BE LESS LIKELY TO BENEFIT FROM THE MILITARY. YOU WILL LADDER OFF THE REASONS WHY/HOW THEY WILL BENEFIT.**

- **THEN YOU WILL CONDUCT TWO MINI-LADDERS ON THOSE TYPES IN POSITIONS 15 AND 16. YOU WILL PROBE FOR THE ATTRIBUTE AND THE FUNCTIONAL BENEFIT. PROBE FOR MULTIPLE MENTIONS.**

PRE-LADDER POSITION 1
INSERT STUDENT TYPE] _____

25a. What is it about this student that makes them more likely to benefit from joining the military than those in the middle **[INTERVIEWER: POINT TO THOSE IN THE MIDDLE]**? What else?

___ _____
___ _____
___ _____
___ _____

25b. Why or how will they benefit from the military? What else?

___ _____
___ _____
___ _____
___ _____
___ _____
___ _____
___ _____
___ _____
___ _____
___ _____

LADDER 3: FIRST POSITIVE LADDER: POSITION 1: RECORD TYPE _____

26. Which of these is the most important to you? *(Place a "1" beside)*

_____ A F P V

_____ A F P V

_____ A F P V

_____ A F P V

_____ A F P V

_____ A F P V

_____ A F P V

_____ A F P V

_____ A F P V

_____ A F P V

_____ A F P V

_____ A F P V

_____ A F P V

_____ A F P V

_____ A F P V

_____ A F P V

_____ A F P V

_____ A F P V

_____ A F P V

_____ A F P V

_____ A F P V

_____ A F P V

_____ A F P V

_____ A F P V

_____ A F P V

PRE-LADDER POSITION 2
[INSERT STUDENT TYPE] _____

27a. What is it about this student that makes them more likely to benefit from joining the military than those in the middle **[INTERVIEWER: POINT TO THOSE IN THE MIDDLE]**? What else?

___ _____
___ _____
___ _____
___ _____

27b. Why or how will they benefit from the military? What else?

___ _____
___ _____
___ _____
___ _____
___ _____
___ _____
___ _____
___ _____
___ _____
___ _____
___ _____

28. **LADDER 4: SECOND POSITIVE LADDER: POSITION 2**
RECORD TYPE _____

_____ A F P V

_____ A F P V

_____ A F P V

_____ A F P V

_____ A F P V

_____ A F P V

_____ A F P V

_____ A F P V

_____ A F P V

_____ A F P V

_____ A F P V

_____ A F P V

_____ A F P V

_____ A F P V

_____ A F P V

_____ A F P V

_____ A F P V

_____ A F P V

_____ A F P V

_____ A F P V

_____ A F P V

_____ A F P V

_____ A F P V

_____ A F P V

_____ A F P V

_____ A F P V

_____ A F P V

PRE-LADDER FOR FIRST NEGATIVE LADDER IN POSITION 7
[INSERT STUDENT TYPE] _____

29a. What is it about this student that makes them LESS likely to benefit from joining the military than those on the right **[INTERVIEWER: POINT TO THOSE ON THE RIGHT]**? What else?

___ _____
___ _____
___ _____
___ _____

29b. Why or how will they be less likely to benefit from the military? What else?

___ _____
___ _____
___ _____
___ _____
___ _____
___ _____
___ _____
___ _____
___ _____
___ _____
___ _____
___ _____

30. **FIRST NEGATIVE LADDER: LADDER 5:**

POSITION 7 - RECORD TYPE _____

_____ A F P V

_____ A F P V

_____ A F P V

_____ A F P V

_____ A F P V

_____ A F P V

_____ A F P V

_____ A F P V

_____ A F P V

_____ A F P V

_____ A F P V

_____ A F P V

_____ A F P V

_____ A F P V

_____ A F P V

_____ A F P V

_____ A F P V

_____ A F P V

_____ A F P V

_____ A F P V

_____ A F P V

_____ A F P V

_____ A F P V

_____ A F P V

_____ A F P V

PRE-LADDER FOR FIRST NEGATIVE LADDER IN POSITION 8
[INSERT STUDENT TYPE] _____

31a. What is it about this student that makes them LESS likely to benefit from joining the military than those on the right **[INTERVIEWER: POINT TO THOSE ON THE RIGHT]**? What else?

___ _____
___ _____
___ _____
___ _____

31b. Why or how will they be less likely to benefit from the military? What else?

___ _____
___ _____
___ _____
___ _____
___ _____
___ _____
___ _____
___ _____
___ _____
___ _____
___ _____

32. **FIRST NEGATIVE LADDER: LADDER 6:**
POSITION 8 - RECORD TYPE _____

_____ A F P V

_____ A F P V

_____ A F P V

_____ A F P V

_____ A F P V

_____ A F P V

_____ A F P V

_____ A F P V

_____ A F P V

_____ A F P V

_____ A F P V

_____ A F P V

_____ A F P V

_____ A F P V

_____ A F P V

_____ A F P V

_____ A F P V

_____ A F P V

_____ A F P V

_____ A F P V

_____ A F P V

_____ A F P V

_____ A F P V

_____ A F P V

_____ A F P V

MINI-LADDER: POSITION 15: RECORD TYPE _____

33a. What is it about this student that makes them less likely to benefit from joining the military than those in the middle? **[INTERVIEWER: POINT TO THOSE IN THE MIDDLE]**? What else?

___ _____

___ _____

___ _____

___ _____

33b. Why or how will they be less likely to benefit from the military? What else?

___ _____

___ _____

___ _____

___ _____

33c. Which is most important? Mini-Ladder the attributes and functional benefits as they relate to the student.

_____ A F P V

_____ A F P V

_____ A F P V

_____ A F P V

_____ A F P V

_____ A F P V

_____ A F P V

_____ A F P V

_____ A F P V

_____ A F P V

_____ A F P V

_____ A F P V

MINI-LADDER: POSITION 16: RECORD TYPE _____

34a. What is it about this student that makes them less likely to benefit from joining the military than those in the middle? **[INTERVIEWER: POINT TO THOSE IN THE MIDDLE]**? What else?

___ _____

___ _____

___ _____

___ _____

34b. Why or how will they be less likely to benefit from the military? What else?

___ _____

___ _____

___ _____

___ _____

34c. Which is most important? Mini-Ladder the attributes and functional benefits as they relate to the student.

_____ A F P V

_____ A F P V

_____ A F P V

_____ A F P V

_____ A F P V

_____ A F P V

_____ A F P V

_____ A F P V

_____ A F P V

_____ A F P V

_____ A F P V

35. Now I am going to show you several statements describing the military. I want you to rank order them based on how likely you would be to use it as a reason to recommend the military as an option for one of your students upon graduation from high school. Rank order them from 1 to 7, where 1 is the reason you would be most likely to use and 7 is the reason you would be least likely to use.

[INTERVIEWER: GIVE RESPONDENT RED CARDS AND HAVE THEM RANK ORDER THEM]

RECORD RANKING (1 TO 7)	STATEMENT
A.	The military service provides opportunities for further education.
B.	The military service can help a student learn important job skills.
C.	The military service teaches discipline and leadership skills.
D.	The military service can help a student grow and mature.
E.	The military service provides an opportunity to serve the country.
F.	The military service provides money for college.
G.	The military service provides a career opportunity.

36. Now, I would like you to take the 16 student types and place them under the statement you feel would be the "best" reason for that "type" of student to join the military.

[INTERVIEWER: HAND RESPONDENT THE 16 BLUE CARDS AND THE SIX STATEMENT CARDS. RECORD THE LETTERS ON THE BACK OF THE CARDS IN THE FOLLOWING TABLE]

A. The military service provides opportunities for further education.	B. The military service can help a student learn important job skills.	C. The military service teaches discipline and leadership skills.	D. The military service can help a student grow and mature.	E. The military service provides an opportunity to serve the country.	F. The military service provides money for college.	G. The military service provides a career opportunity.

37. Now I am going to read to you some statements that pertain to military service. For each statement I would like you to tell me using this scale where 1 = Very Unfamiliar, 2 = Somewhat Unfamiliar, 3 = Somewhat Familiar and 4 = Very Familiar, how familiar you are with each statement.

38. Now I would like you to look at each statement again and would like you to tell me to what degree the statement is believable to you. Please use this scale where 1 = Very Unbelievable, 2 = Somewhat Unbelievable, 3 = Somewhat Believable and 4 = Very Believable

[INTERVIEWER: GIVE RESPONDENT YELLOW SHEET AND HAVE EACH RESPONDENT START AT A DIFFERENT STATEMENT. HAVE THEM READ THE STATEMENTS TO YOU AND TELL YOU HOW FAMILIAR THEY ARE AND THEN HOW MUCH THE BELIEVE THE STATEMENT...THEN MOVE ON TO THE NEXT STATEMENT.]

Q37. Familiar	Q38 Believable	STATEMENTS
		A. In 1999, over 30,000 college degrees were earned by members of the military service who were on active duty.
		B. The military service offers a tuition assistance program that pays up to 75% of the cost of tuition or expenses up to $3500 per year.
		C. There are approximately 300 military schools that teach skills in over 10,000 courses, allowing you the opportunity to gain real world experience.
		D. 60% of the courses taught in the military schools are certified for college credit.
		E. 88% of military jobs have comparable civilian jobs.
		F. The military service offers over 150 career paths that you can choose from.
		G. The military service allows people to learn responsibility and leadership at an earlier age than many civilian jobs.
		H. The military service is diverse – 37% of the military is made up of people of non-white ethnicity.
		I. More and more of the housing for enlisted persons is college style dormitory-rooms, not the open barracks of old.
		J. The military service offers 30 days of paid vacation a year.
		K. Every military post is a close-knit community; with gyms, restaurants, stores, theatres, houses of worship, social activities, and support services.
		L. The military service will build on values such as duty, honor, courage, respect and loyalty.
		M. The military service fosters qualities such as discipline, self-reliance, confidence and maturity.
		N. The military service provides an opportunity to serve our country in a meaningful way.
		O. The military service participates in things other than war, such as humanitarian relief, firefighting, and drug enforcement.

Section 5: Sources of Information

39. Let's say a student came to you and said they were interested in finding out about the military as an option after high school. What do you do? (If not mentioned, do you refer interested students to the local recruiting command?)

40. Now let's talk specifically about the information you have pertaining to the military. What do you find most helpful when talking with your students about options after high school?

41a. Thinking of all the information about the military that is available to you, is there anything missing? In other words, is there anything you wish you had? If so, what is it?

1 YES, SOMETHING MISSING
2 NO, NOTHING MISSING

41b. Are you aware of any of the military Web sites?

1 YES
2 NO

41c. If so, which ones have you accessed?

42a. What if there was a Military Web site geared toward educators – would you use it?

1 YES
2 NO

42b. If yes, what information should it contain?

_____
_____
_____
_____
_____
_____
_____

42c. If no, why not?

_____
_____
_____
_____
_____
_____
_____

43a. Are military recruiters allowed in your school?

1 Yes 2 No

42b. How do you feel about that? Is that positive or negative for you?

_____ (+ —)
_____ (+ —)
_____ (+ —)
_____ (+ —)
_____ (+ —)
_____ (+ —)
_____ (+ —)

42c. [Ask only if military recruiters are not allowed in the school.] Do you know why military recruiters are not allowed in the school?

_____
_____
_____
_____
_____
_____
_____
_____

43. Do you have a Junior ROTC program in your high school?

1 Yes
2 No

Section 6: ASVAB Career Exploration Program

44a. Does your school participate in the ASVAB Career Exploration Program? (ASVAB means Armed Services Vocational Aptitude Battery)

1 Yes
2 No

44b. What do you know about the ASVAB Career Exploration Program? Is that positive or negative to you?

_____ (+ —)
_____ (+ —)
_____ (+ —)
_____ (+ —)
_____ (+ —)
_____ (+ —)
_____ (+ —)
_____ (+ —)

45a. Has the ASVAB Career Exploration Program impacted your perception of the United States Military?

1 Yes
2 No

45b. If yes, is that positive or negative to you?

_____ (+ —)
_____ (+ —)
_____ (+ —)
_____ (+ —)
_____ (+ —)
_____ (+ —)
_____ (+ —)
_____ (+ —)

46. Finally, what does the military need to do to become a better option for students after high school?

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This report presents findings of values laddering in-depth interviews with 122 high school educators in 10 cities during November 2000. Teachers, counselors, principals and vice/assistant principals were asked about image of the military, reasons for recommending the military, sources of information on the military and attitudes on the direction the military is going. The objectives of the research were to study both rational and emotional components that surround educators' recommendations. Recommendations for development of educator communications programs were provided.

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